

<b>NAME OF LEA OR ORGANIZATION</b>	<b>BOYS &amp; GIRLS CLUBS OF ST. JOSEPH COUNTY</b>
<b>ADDRESS</b>	<b>502 E. SAMPLE ST., SOUTH BEND, IN46601</b>
<b>COUNTY</b>	<b>ST. JOSEPH</b>
<b>NAME OF CONTACT PERSON</b>	<b>JACQUELINE KRONK</b>
<b>TITLE</b>	<b>CHIEF EXECUTIVE OFFICER</b>
<b>PHONE NUMBER</b>	<b>574-229-6484</b>
<b>EMAIL</b>	<b>JKRONK@BGCSJC.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>JACQUELINE KRONK</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>JKRONK@BGCSJC.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>MUESSEL ELEMENTARY SCHOOL (SCHOOL CORP #7205)</i>	84%	F	150	K-5 <sup>TH</sup>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
<b>MUESSEL ELEMENTARY SCHOOL</b>	<b>1021 BLAINE ST.</b>	<b>SOUTH BEND, ST. JOSEPH COUNTY</b>

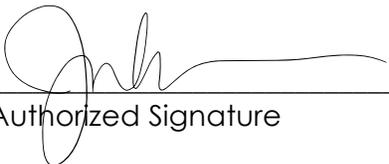
<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>6</b>
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	<b>STEM OR STEAM</b>
<b><u>OPERATING HOURS</u></b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b>	<b>AFTER-SCHOOL AND SUMMER AFTER SCHOOL - 3-6:30P SUMMER: 9-3P</b>
<b><u>PROGRAM INCOME</u></b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>NO</b>

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;

- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Boys & Girls Clubs of St. Joseph County  
 Applicant Name (LEA or Organization)

  
 \_\_\_\_\_  
 Authorized Signature

**8/11/20**  
 \_\_\_\_\_  
 Date

## **Memorandum of Understanding**

Between **South Bend Community School Corporation** and **Boys & Girls Club of St. Joseph County**

**South Bend Community School Corporation**, herein referred to as **SBCSC** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this MOU (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **BGCSJC** from the Indiana Department of Education.

In addition, if **BGCSJC** receives funding from **IDOE** for this purpose, the parties will memorialize the understanding in this MOU in a formal agreement or set of agreements.

**SBCSC** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **SBCSC** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

### **PURPOSE**

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

**SBCSC** agrees to the following:

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
2. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
3. Facilitate the provision of full custodial services at no cost to **BGCSJC**.
4. Work cooperatively with the research and evaluation component of the 21st CCLC program. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, **BGCSJC** will be given access to necessary Club Member academic records (test scores, grades, attendance, etc) after securing parental permission (a signed release form) to monitor objectives and provide statewide evaluation data for the purpose of compliance with 21CCLC reporting requirements. For purposes of access to such records, **BGCSJC** will be a "school official" as that term is defined in the Family Educational Rights and Privacy Act.
5. Identify and organize appropriate security for the after-school program.

**BGCSJC** will:

1. Act as the fiscal agent and ensure **IDOE** funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Communicate and provide information to the **SBCSC** about the 21st CCLC program through scheduled meetings.
3. Recruit, hire, and train all program staff in cooperation with the **SBCSC**.

## Memorandum of Understanding

4. Manage the day-to-day operations of the program and notify SBCSC of any problems, issues and concerns in a timely fashion.
5. Track student enrollment and attendance in the 21st CCLC program and provide that information to SBCSC on a monthly basis.
6. Invite designated SBCSC staff to attend after-school staff meetings.
7. Attend SBCSC staff meetings as determined by the Muessel Elementary School principal.
8. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage during 21st CCLC programming.
9. Conduct the research and evaluation component of the 21st CCLC program per IDOE guidelines.
10. Ensure the respectful treatment of School property and keep the spaces used by the after-school program clean.
11. Ensure that all applicable local and state requirements for staff clearances are met.
12. Develop protocol for emergency notification of parents and/or guardians.
13. Maintain appropriate insurance coverage.
14. Execute an agreement requiring BGCSJC to certify that it uses e-verify as required by Ind. Code 22-5-1.7, to agree to non-discrimination language required by Ind. Code 22-9-1-10, and to agree to comply with certain SBCSC policies governing interaction with students and use of buildings and technology.

### **Joint Responsibilities of SBCSC and BGCSJC**

1. Structure and facilitate meaningful communication between the school staff and the 21st CCLC program.
2. Provide on-going opportunities for school staff and BGCSJC staff to plan, coordinate, and integrate curricular areas with after-school activities.
3. Hold regularly scheduled meetings between the staff of the community partners and Muessel principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21st CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program's students.
5. Recruit, select and enroll student participants in the 21st CCLC program and disseminate procedural information to effectively conduct the program.

### **TERMS**

The term of this MOU shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this MOU and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## **Memorandum of Understanding**

### **TERMINATION CLAUSE**

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**SBCSC** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the intentional and negligent acts of **SBCSC**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **SBCSC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the intentional and negligent acts of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry the following types of insurance:

- A comprehensive general liability or property damage insurance in the amount of FIVE MILLION DOLLARS (\$5,000,000). **SBCSC**, and in their capacity as such, its officers, agents and employees shall be named as additional named insureds in said policy.
- An abuse and molestation liability policy in the amount of ONE MILLION DOLLARS (\$1,000,000).
- A workers compensation policy meeting Indiana's statutory requirements and including employers liability coverage of FIVE HUNDRED THOUSAND DOLLARS (\$500,000) for each type of coverage. The policy shall also include a waiver-of-subrogation endorsement for the benefit of **SBCSC**.

Certificates of insurance evidencing the above policies shall be filed with **SBCSC** before commencement by **BGCSJC** of performance under this MOU and at **SBCSC**'s reasonable request at any time thereafter. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

## Memorandum of Understanding

### FINGERPRINTING

**BGCSJC** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **SBCSC** that no employee of the contractor working with youth and parents of **SBCSC** has been convicted of a violent or serious felony as defined by statute. **BGCSJC** shall not permit any employee to have any such contact with a student of **SBCSC** until such certification has been received by **SBCSC**.

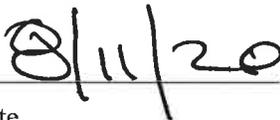
**BGCSJC** shall supply **SBCSC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **SBCSC** employees working to support its Out-of-School Time Programs.

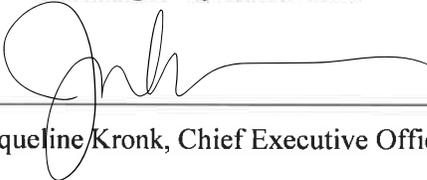
### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

  
\_\_\_\_\_  
Todd Cummings, Superintendent, SBCSC

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Jacqueline Kronk, Chief Executive Officer, BGCSJC

  
\_\_\_\_\_  
Date

# Memorandum of Understanding

Between **Muessel Elementary School** and **Boys & Girls Club of St. Joseph County**

**Muessel Elementary School**, herein referred to as **the School** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this MOU (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **THE SCHOOL** from the Indiana Department of Education.

**The School** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The School** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**The School** agrees to the following:

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
2. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
3. Facilitate the provision of full custodial services at no cost to BGCSJC.
4. Work cooperatively with the research and evaluation component of the 21st CCLC program. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, BGCSJC will be given access to necessary Club Member academic records (test scores, grades, attendance, etc) after securing parental permission (a signed release form) to monitor objectives and provide statewide evaluation data for the purpose of compliance with 21CCLC reporting requirements.
5. Identify and organize appropriate security for the after-school program.

**BGCSJC** will:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Communicate and provide information to the **School** about the 21st CCLC program through scheduled meetings.
3. Recruit, hire, and train all program staff in cooperation with the **School**.
4. Manage the day-to-day operations of the program and notify the **School** of any problems, issues and concerns in a timely fashion.
5. Track student enrollment and attendance in the 21st CCLC program and provide that information to the **School** on a monthly basis.

## **Memorandum of Understanding**

6. Invite designated the **School** staff to attend after-school staff meetings.
7. Attend **School** staff meetings as determined by the principal.
8. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage during 21st CCLC programming.
9. Conduct the research and evaluation component of the 21st CCLC program per IDOE guidelines.
10. Ensure the respectful treatment of School property and keep the spaces used by the after-school program clean.
11. Ensure that all applicable local and state requirements for staff clearances are met.
12. Develop protocol for emergency notification of parents and/or guardians.
13. Maintain appropriate insurance coverage.

### **Joint Responsibilities of the SCHOOL and BGCSJC**

1. Provide on-going opportunities for school staff and BGCSJC staff to plan, coordinate, and integrate curricular areas with after-school activities.
2. Hold regularly scheduled meetings between the staff of the community partners and Muessel principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21st CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
3. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program's students.
4. Recruit, select and enroll student participants in the 21st CCLC program and disseminate procedural information to effectively conduct the program.

### **TERMS**

The term of this MOU shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this MOU and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### **TERMINATION CLAUSE**

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**The School** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out

## Memorandum of Understanding

of, or related to the active negligence of **The School**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **The School**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **The School**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **The School** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### FINGERPRINTING

**The School** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **The School** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

**The School** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **THE SCHOOL** employees working to support its Out-of-School Time Programs.

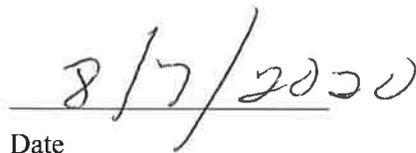
### WRITTEN NOTICE

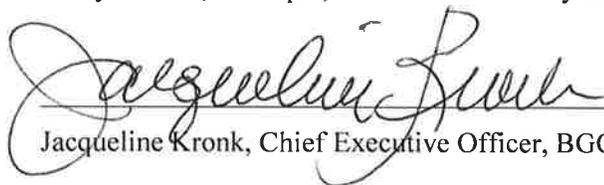
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

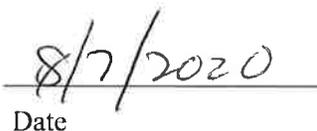


Libby Wilson, Principal, Muessel Elementary School

  
Date



Jacqueline Kronk, Chief Executive Officer, BGCSJC

  
Date

# Memorandum of Understanding

Between **Muessel Elementary School Social Worker** and **Boys & Girls Club of St. Joseph County**

**Muessel Elementary School Social Worker**, herein referred to as **the Social Worker** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this MOU (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **the Social Worker** from the Indiana Department of Education.

**The Social Worker** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **The Social Worker** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**The Social Worker** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Meet monthly with BGCSJC staff to identify Members and their families in need of services, assess needs, recommend services, make referrals and help to monitor outcomes.

**BGCSJC** will provide:

Comprehensive after school programming in these topics: STEM/STEAM enrichment, math and literacy intervention, social and behavioral, health and wellness, art, and fitness and nutrition.

## TERMS

The term of this MOU shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this MOU and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

## Memorandum of Understanding

Amendments to this MOU may be made with the mutual written agreement of both parties.

### HOLD HARMLESS/INDEMNIFICATION

**The Social Worker** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **The Social Worker**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **The Social Worker** from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **The Social Worker** shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **Muessel Elementary School** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### FINGERPRINTING

**The Social Worker** shall have a criminal background check and, upon receipt of those checks, certify to **BGCSJC** that the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **The Social Worker** shall not have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

  
\_\_\_\_\_  
Dr. Libby Wilson, Muessel Elementary School

  
\_\_\_\_\_  
Date

**Memorandum of Understanding**

*Mr Wilson*

\_\_\_\_\_  
Jacqueline Kronk, Chief Executive Officer, BGCSJC

*8/7/2020*  
\_\_\_\_\_  
Date

*Jacqueline Kronk*

*8/7/2020*

# Memorandum of Understanding

Between **Praxis Strategies and Solutions** and **Boys & Girls Club of St. Joseph County**

**Praxis Strategies and Solutions**, herein referred to as **Praxis** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **Praxis** from the Indiana Department of Education.

**Praxis** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **Praxis** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## **DESCRIPTION OF PROGRAM SERVICES**

**BGCSJC** agrees to the following:

1. Offer a range of high quality educational, developmental, and recreational programming aligned with Indiana Academic Standards and the Indiana Afterschool Standards.
2. Orient programming to produce positive academic, social, and behavioral outcomes.
3. Collect relevant academic outcome data from schools and provide these data to the evaluator in a timely manner.
4. Disseminate evaluation results to relevant stakeholders.
5. Employ evaluation findings in decision-making as stated in the evaluation plan

**Praxis** agrees to support **BGCSJC** by:

1. Assist **BGCJC** in creating and measuring the project outcomes.
2. Design and administer data collection tools such as surveys and focus group or interview guides to be used with school and project personnel or participants.
3. Collection qualitative data through site visits and key informant interviews of adults and children as needed during the project.
4. Supervise the data collection process, maintain records of all collected data and conduct statistical analyses for both formative and summative evaluation reports.
5. Prepare formative and summative evaluation reports as stated in the evaluation plan.
6. Provide technical assistance to **BGCJC**, as well as programming, data entry support, training, data management, and planning assistance.

## **FEES**

**BGCSJC** agrees to pay **Praxis** an annual fee for evaluation and technical assistance equal to 06% of the total annual 21st CCLC grant award from the IDOE.

# Memorandum of Understanding

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

## HOLD HARMLESS/INDEMNIFICATION

**Praxis** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **PRAXIS**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **PRAXIS**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **PRAXIS**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **Praxis** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

## INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

# Memorandum of Understanding

## FINGERPRINTING

**Praxis** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **Praxis** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

**Praxis** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **Praxis** employees working to support its Out-of-School Time Programs.

## WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

## APPROVALS

**Boys & Girls Club of St. Joseph County**

**Praxis Strategies and Solutions**

	Chief Executive Officer
_____ <b>Signature</b>	_____ <b>Title</b>
Jacqueline Kronk	August 5, 2020
_____ <b>Printed Name</b>	_____ <b>Date</b>

	President
_____ <b>Signature</b>	_____ <b>Title</b>
Brad McLeish	August 5, 2020
_____ <b>Printed Name</b>	_____ <b>Date</b>

# Memorandum of Understanding

Between **CODEinCLASS** and **Boys & Girls Club of St. Joseph County**

**CODEinCLASS**, herein referred to as **CiC** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **CODEinCLASS** from the Indiana Department of Education.

**CiC** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **CiC** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**CiC** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide unlimited access to **CiC**'s curriculum with ongoing training and support through web conference, phone and email to assist **BGCSJC** staff using the curriculum.
3. Provide hardware to perform all activities in the first three units of the curriculum.

**BGCSJC** will:

1. Use the **CiC** platform to access curriculum for four different methods to teach the material to students.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

## Memorandum of Understanding

### HOLD HARMLESS/INDEMNIFICATION

**CiC Studios** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **CiC**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **CiC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

### INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### FINGERPRINTING

**CiC** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **CiC** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

**CiC** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **CiC Studios** employees working to support its Out-of-School Time Programs.

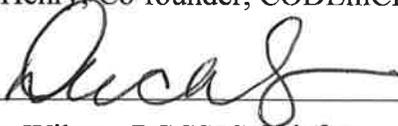
### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

  
\_\_\_\_\_  
John Henry, Co-founder, CODEinCLASS, LLC

8/5/2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Duane Wilson, BGCSJC Chief Operations Officer

8/6/20  
\_\_\_\_\_  
Date

# Memorandum of Understanding

Between **Eyedeas Studio, SBI Regional** and **Boys & Girls Club of St. Joseph County**

**Eyedeas Studio, SBI Regional**, herein referred to as **Eyedeas** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **Eyedeas Studios** from the Indiana Department of Education.

**Eyedeas** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **Eyedeas** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**Eyedeas** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Capture and edit footage for five news programs. This will involve scripting, lighting, videography, sound recording, mixing and mastering to produce the best news stories covering the events taking place in and around Muessel Elementary School. Each video will take 3 lessons per month to create.
  - a. Lesson #1 – News writing and b-roll assembly, arrange set, and practice broadcast.
  - b. Lesson #2 – Children will recite script and film broadcast.
  - c. Lesson #3 – Broadcast will be edited, photos and b-roll inserted, then published for post.
3. Provide instructors and staff, instruction, equipment and editing software needed to successfully complete each lesson for a final video.

**BGCSJC** will:

1. Provide adequate meeting space for children participating in the program.
2. Advise instructor and children when lessons will begin and ensure that children are in the proper room prior to each lesson.
3. Ensure that a staff member is present during the lesson to assist with the lesson.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

## **Memorandum of Understanding**

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### **TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**Eyedeas Studios** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **Eyedeas**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **Eyedeas**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **Eyedeas**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **Eyedeas** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BGCSJC**.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### **FINGERPRINTING**

**Eyedeas** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **Eyedeas** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

## Memorandum of Understanding

**Eyedeas** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **Eyedeas Studios** employees working to support its Out-of-School Time Programs.

### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

  
Kamika Perry (LJ) 07/16/2020 16:31 EDT

Kamika Perry, Eyedeas Studios, SBI Regional

07/16/2020

Date

8/4/20

  
Jacqueline Kronk, BGCSJC Chief Executive Officer

Date

**Memorandum of Understanding**  
**Between Mindful U, LLC and Boys & Girls Club of St. Joseph County**

**Mindful U, LLC**, an Indiana limited liability company, herein referred to as **Mindful U** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of this MOU is contingent upon continued funding received by **Mindful U** from the Indiana Department of Education.

**Mindful U** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **Mindful U** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Muessel Elementary School in South Bend, IN.

**1. Purpose:**

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

**2. Background:**

The mission of Mindful U is to teach secular, developmentally appropriate, research-based yoga and mindfulness programs that create a culture in which staff incorporates mindfulness and yoga practices into programming to increase student self-regulation, focus, and emotional resilience and to improve peer relationships. Mindful U is currently partnering with BGCSJC for their five week Summer Program to provide yoga and mindfulness lessons to the participating staff and students. The focus of this programming has been on teaching trauma-informed self-care practices for BGCSJC staff, students, and families to manage the mental and physical health challenges heightened by the Covid-19 pandemic, and to create the calmest, most supportive environment possible for staff, students and families. Mindful U seeks to continue offering yoga and mindfulness programming for the 2020-2021 school year based upon a 32 week schedule to support the mission of BGCSJC to inspire and enable these young people, especially those who need it most, to realize their full potential as productive, caring, and responsible citizens.

**3. Description of Program Services**

Mindful U agrees to the following:

- a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward Mindful U's implementation of the 21st CCLC Out-of-School Time Program.
- b. Conduct beginning of the year all-staff training: 1 hour session, "Understanding and Using Adult Yoga and Mindfulness Practices for Self Care and Wellbeing" and 1 hour session, "Understanding and Using Trauma Informed Yoga and

Mindfulness Practices with Children for Self Care, Learning Support and Relationship Building”

- c. Conduct weekly student lessons: Yoga and mindfulness skills for self-care, learning and relationship building, 4 hours/week
- d. Conduct weekly staff training: Yoga and mindfulness skills for adult wellbeing, integrating yoga and mindfulness into student programming, 0.5 hours/week

BGCSJC will:

- a. Provide adequate meeting space for children participating in the program.
- b. Advise instructors and children when lessons will begin and ensure that children are in the proper room prior to each lesson.
- c. Ensure that a staff member is present during the lesson to assist with the lesson.

#### **4. Terms**

The term of this MOU shall commence no earlier than September 1, 2020 and continue through July 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This MOU contains all the terms and conditions agreed upon by the parties regarding the subject matter of this MOU and supersedes any prior MOU regarding the subject matter of this MOU, oral or written, and all other communication between the parties relating to such subject matter.

#### **5. Termination Clause**

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

#### **6. Amendments**

Amendments to this MOU may be made with the mutual written agreement of both parties.

#### **7. Hold Harmless/Indemnification**

Mindful U agrees to indemnify, defend and hold harmless BGCSJC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Mindful U. It is understood that such indemnity shall survive the termination of this MOU.

BGCSJC agrees to indemnify, defend and hold harmless Mindful U, its board of directors, members, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence

of BGCSJC. It is understood that such indemnity shall survive the termination of this MOU.

### 8. Independent Contractor Status

The parties hereto agree that the relationship created by this MOU is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### 9. Fingerprinting

Mindful U shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to BGCSJC that no employee of the contractor working with youth and parents of BGCSJC has been convicted of a violent or serious felony as defined by statute. Mindful U shall not permit any employee to have any such contact with a student of BGCSJC until such certification has been received by BGCSJC.

Mindful U shall supply BGCSJC with a list of names of those employees who are cleared to work with youth and parents of the district. BGCSJC will also conduct criminal background checks on Mindful U employees working to support its Out-of-School Time Programs.

### 9. Written Notice

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### 10. Approvals

*Rachael J. von Eschenbach*  
Rachael J. von Eschenbach (Aug 5, 2020 13:33 EDT)

Rachael von Eschenbach, Co-founder, Mindful U, LLC

8/5/2020

Date

*mDugard*  
Mindi Dugard (Aug 5, 2020 13:46 EDT)

Mindi Dugard, Co-founder, Mindful U, LLC

8/5/2020

Date

*Jacqueline Kronk*  
Jacqueline Kronk (Aug 6, 2020 19:12 CDT)

Jacqueline Kronk, BGCSJC Chief Executive Officer

8/6/20

Date

8/5/2020

# Memorandum of Understanding

Between **Robinson Community Learning Center** and **Boys & Girls Club of St. Joseph County**

**Robinson Community Learning Center**, herein referred to as **RCLC** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **RCLC** from the Indiana Department of Education.

**RCLC** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **RCLC** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**RCLC** agrees to the following:

- Provide weekly Take 10 Curriculum that emphasize violence reduction and prevention violence for 24 weeks throughout the 2020/21 school year for a cost of \$2600.00
- Provide weekly Shakespeare Programming session to students for 24 weeks throughout the 2020/21 school year for a cost of \$2600.00

**BGCSJC** will:

- Provide adequate meeting space for children participating in the program.
- Advise instructor and children when lessons will begin and ensure that children are in the proper room prior to each lesson.
- Ensure that a staff member is present during the lesson to assist with the lesson

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

# Memorandum of Understanding

## AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

## HOLD HARMLESS/INDEMNIFICATION

**RCLC** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **RCLC**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **RCLC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **RCLC**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **RCLC** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

## INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

## FINGERPRINTING

**RCLC** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **RCLC** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

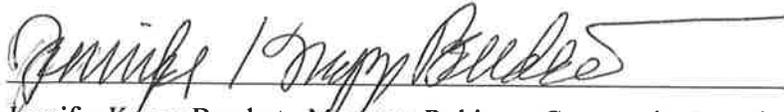
**RCLC** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **RCLC** employees working to support its Out-of-School Time Programs.

## WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

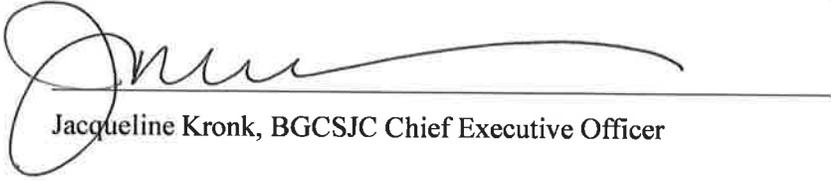
# Memorandum of Understanding

## APPROVALS



Jennifer Knapp Beudert, Manager, Robinson Community Learning Center

8/11/20  
Date



Jacqueline Kronk, BGCSJC Chief Executive Officer

8/11/20  
Date

# Memorandum of Understanding

Between **The South Bend Civic Theatre** and **Boys & Girls Club of St. Joseph County**

**The South Bend Civic Theatre**, hereinafter referred to as **SBCT**, and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by TMV from the Indiana Department of Education.

**SBCT** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. TMV and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**The South Bend Civic Theatre** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. In partnership with the Boys & Girls Club of St. Joseph County, the South Bend Civic Theatre will provide satellite theatre workshop opportunities weekly to children in 1st through 5th grade. Specifically, funds will be used to provide weekly instruction, pay teaching artists, purchase workshop supplies, and administer the program.

**BGCSJC** will:

1. List what **BGCSJC** will be responsible for as part of this relationship.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **January 4, 2021** and continue through **June 4, 2021**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

## **Memorandum of Understanding**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**SBCT** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **SBCT**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **SBCT** its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). LEA Name, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with LEA Name before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to LEA Name. A certificate of insurance showing compliance with these requirements shall be filed with **SBCT** Chief Financial Officer.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### **FINGERPRINTING**

**SBCT** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **SBCT** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

**SBCT** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **SBCT** employees working to support its Out-of-School Time Programs.

### **WRITTEN NOTICE**

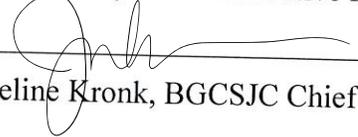
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

# Memorandum of Understanding

## APPROVALS

  
\_\_\_\_\_  
Aaron Nichols, SBCT Executive Director

7/15/20  
Date

  
\_\_\_\_\_  
Jacqueline Kronk, BGCSJC Chief Executive Officer

7/15/20  
Date

**MEMORANDUM OF UNDERSTANDING**

**Between**

**Girl Scouts of Northern Indiana-Michiana**  
**("Hereinafter referred to as 'GSNI-M')**

**And**

**Boys & Girls Clubs of St. Joseph County**  
**("Hereinafter referred to as 'BGCSJC')**

**GSNI-M agrees to:**

- A. Provide Girl Scout activities to build girls of courage, confidence, and character who make the world a better place.**
- B. Allow girls to participate in the cookie program, were they can earn money for troop activities (including camp) and learn the "five Essential Skills" of entrepreneurship – Goal Setting, Decision Making, Money Management, People Skills, and Business Ethics.**
- C. Secure funding to absorb the cost of the Staff Led Troop for the girls at BGCSJC.**
- D. Provide uniform sash or tunic for each girl, any troop recognitions that they earn during the troop meetings, and program supplies for activities.**
- E. Start the program in October 2020, and continue to May 2021. The Troop Leader will be a GSNIM staff member.**
- F. Hold biweekly troop meetings on designated days and times agreed upon.**
- G. Provide each girl her Girl Scout membership equivalent of \$35.00 as part of her participation.**
- H. Have girls participate in the same activities as girls in any other troop.**

  
**GSNIM Staff**

**Date**

7/17/2020

Gloria Mayberry, Outreach Supervisor

**Name and Title:**

**BGCSJC agrees to:**

- A. Provide adequate meeting space necessary for the girls participating in this program.**
- B. Advise staff and girls when the troop meetings will begin, and ensure that the girls are in the meeting room prior to each troop meeting.**
- C. Ensure that another adult (provided by the site) is present in the meeting space during each troop meeting.**
- D. Provide names, addresses, grade, age or birthdate, race, and ethnicity of each girl that participates in the troop. This will be kept confidential and used only for membership purpose with GSNI-M to provide further Girl Scout opportunities. By participating in this troop the girls will become registered members until September 30, 2021.**



**BGCSJC Staff**  
Jacqueline Kronk, CEO

**Name and Title:**

7/7/20

**Date**

## Memorandum of Understanding

This Memorandum of Understanding sets the terms and understanding between the Boys & Girls Clubs of St. Joseph County (BGCSJC) and Girls on the Run Michiana (GOTRM) for the partnership supporting participation in the Girls on the Run program during the 2021 season beginning late February through mid-May, 2021 at the **Muessel Club Site**. One GOTRM team will consist of six to ten 3<sup>rd</sup>-5<sup>th</sup> grade girls. Additional girls and/or teams may be added with GOTRM approval. GOTRM and BGCSJC recognize the challenges in planning future programming during the ongoing Covid-19 pandemic. Each entity will provide the following to the degree possible given social distancing measures and/or stay-at-home orders in place at the time.

### **BGCSJC will provide the following for each team of girls:**

1. Facility to house the program including dedicated indoor running space during inclement weather and dedicated outdoor activity space.
2. A Site Liaison to attend training, promote the program, register Club members, collect registration/waiver/health history forms.
3. A head coach recruited from BGCSJC volunteers and/or staff. This person should know and relate well to the girls and must attend coach training.
4. A healthy snack before, during, or after each GOTR lesson.
5. Transportation for GOTR participants and families to and from the 5K event.
6. Collaboration in recruiting two additional volunteer coaches
7. Program payment \$1,500 per team

### **GOTRM will provide the following:**

1. Collaboration in recruiting volunteer coaches from the community
2. Research-based curriculum for all coaches
3. Site Liaison training
4. Coach training and support
5. Background screening for all volunteers
6. CPR/First Aid Training for head coach
7. Program promotion and registration materials
8. All program supplies, handouts, materials
9. Girls on the Run t-shirts for all participants, coaches, and assistant coaches
10. Girls on the Run water bottle for every participant
11. A 5K Celebration experience for all participants/coaches
12. Running shoes as needed for program participants, as available

  
\_\_\_\_\_  
Amy Cooper Collier  
GOTRM Executive Director

Date: 06/18/20

  
\_\_\_\_\_  
Jacqueline Kronk  
BGCSJC Chief Executive Officer

Date: 8/10/20

# MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding, is made August 4, 2020 between Boys and Girls Clubs of St. Joseph County and Riverbend Community Math Center.

This Memorandum of Understanding confirms the commitment of Riverbend Community Math Center (RCMC) to provide math instruction, tutoring, and enrichment as detailed below beginning in September 2021 and ending June of 2025 for students at the Muessel Primary site of the Boys and Girls Club of St. Joseph County.

- In September and January of each year, RCMC will provide ten hours of math tutor training for volunteers and college interns.
- RCMC will provide one master teacher two times per week for three hours each time to supervise volunteers and intern tutors, and to work directly with students as needed to work on skill assessment and to lead engaging activities to address gaps.
- RCMC will provide two 10-hour trainings per year for volunteers, tutors, and staff on math tutoring and enrichment. This will include training in the use of diagnostic tools to identify math skill gaps, in activities that can help to address any gaps, and background pedagogical content knowledge.
- RCMC will help to recruit local college students and interns as tutors by connecting Boys and Girls Club staff with the Indiana Kids program at IUSB and with Notre Dame math professors who have grants to support the participation of their students.
- Twice a month, RCMC will provide an instructor to lead STEM Fun Friday activities such as mathematical origami, Rubik's Cubes, programming XY-Plotters, and Microbits.
- Two times a year, RCMC will help Boys and Girls Clubs of St. Joseph County to organize a Family Math Night in the form of a Julia Robinson Math Festival. RCMC will lead a two hour training and planning session for volunteers and staff members ahead of each event.

Boys and Girls Clubs of St. Joseph County agrees to provide the following to Riverbend Community Math Center:

- \$150 per three-hour session for supervision and instruction by a master teacher. (Totals to \$36,000 over the four years of the grant, assuming that the master teacher attends two sessions per week for 30 weeks of each school year.)
- \$500 per semester for ten hours of math tutor training. (Totals to \$4000 over the four years of the grant.)
- \$50 in funding per STEM Fun Friday. This will include payment for the instructor for each one-hour activity, as well as all copies and supplies for up to 25 students. The Boys and Girls Club will also need to provide at least one supervising adult to help the instructor. (Totals to \$3000 over the four years of the grant, assuming a total of 15 STEM Fun Fridays each academic year.)
- \$300 in funding per Family Math Night. (Totals to \$2,400 over the four year period of the grant, assuming two festivals per year.)



Amanda Katharine Serenevy, Ph.D.  
Executive Director  
Riverbend Community Math Center



Jacqueline Kronk  
Chief Executive Officer  
Boys & Girls Clubs of St. Joseph County

# Memorandum of Understanding

Between **The Music Village** and **Boys & Girls Club of St. Joseph County**

**The Music Village**, hereinafter referred to as **TMV**, and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **TMV** from the Indiana Department of Education.

**TMV** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **TMV** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**TMV** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Providing 1 hour/week on-site instruction Ukelele group classes for a 15-week semester session. Session will conclude with a 2-hour final showcase.
3. One instructor and ukelele kits for children.

**BGCSJC** will:

1. Provide adequate meeting space for children participating in the program.
2. Advise instructor and children when lessons will begin and ensure that children are in the proper room prior to each lesson.
3. Ensure that a staff member is present during the lesson to assist.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

## AMENDMENTS

## **Memorandum of Understanding**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

TMV agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **TMV**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **TMV**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **Muessel Elementary School**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **Muessel Elementary School** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **Muessel Elementary School**. A certificate of insurance showing compliance with these requirements shall be filed with **BGCSJC** Chief Financial Officer.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### **FINGERPRINTING**

**TMV** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **TMV** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

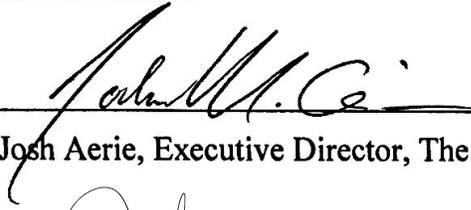
**TMV** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **TMV** employees working to support its Out-of-School Time Programs.

### **WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

# Memorandum of Understanding

## APPROVALS

  
\_\_\_\_\_

Josh Aerie, Executive Director, The Music Village

7/23/20  
Date

  
\_\_\_\_\_

Jacqueline Kronk, BGCSJC Chief Executive Officer

7/23/20  
Date

## **Memorandum of Understanding**

Between **The Pigeon & The Hen Pottery LLC** and **Boys & Girls Club of St. Joseph County**

**The Pigeon & The Hen Pottery LLC**, hereinafter referred to as **TPHP**, and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by TPHP from the Indiana Department of Education.

**TPHP** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. TPHP and BGCSJC will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

**The Pigeon & The Hen Pottery LLC (TPHP)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Will provide all materials and supplies
3. 7 weeks of ceramics or canvas art during the summer
4. 5 visits during the school year
5. Clay Sculpting, Pottery wheel, Paint your own pottery, and Canvas mediums for creation and design offered to each member in new ways to encourage development of individual voice and emotional expression through the arts. STEAM learning foundations with each medium to foster, creative thinking mindset, build upon history and present day career and technical skill.

**BGCSJC** will:

1. Provide a clean and safe working environment and acceptable dedicated space for groups indoor or outdoor.
2. Staff support during each session

### **TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **September , 2021** and continue through **July 31st 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not

## **Memorandum of Understanding**

to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### **TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**The Pigeon & The Hen Pottery LLC** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **The Pigeon & The Hen Pottery LLC**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **The Pigeon & The Hen Pottery LLC** its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). Muessel Elementary School, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with Muessel Elementary School before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Muessel Elementary School. A certificate of insurance showing compliance with these requirements shall be filed with **The Pigeon & The Hen Pottery LLC** Chief Financial Officer.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### **FINGERPRINTING**

## Memorandum of Understanding

**The Pigeon & The Hen Pottery LLC** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **The Pigeon & The Hen Pottery LLC** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

**The Pigeon & The Hen Pottery LLC** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **The Pigeon & The Hen Pottery LLC/TPHP** employees working to support its Out-of-School Time Programs.

### WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

 _____	7/22/2020 _____
Amy Klingler, TPHP Co-Owner	Date
 _____	7/22/2020 _____
Diana Palomo TPHP Co-Owner	Date
 _____	8/4/20 _____
Jacqueline Kronk, BGCSJC Chief Executive Officer	Date

# Memorandum of Understanding

Between **Beacon Community Impact** and **Boys & Girls Club of St. Joseph County**

**Beacon Community Impact**, herein referred to as **Beacon** and the **Boys & Girls Club of St. Joseph County**, hereinafter referred to as **BGCSJC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **BGCSJC** from the Indiana Department of Education.

**Beacon** and **BGCSJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **Beacon** and **BGCSJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Muessel Elementary School** in South Bend, IN.

## PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

## DESCRIPTION OF PROGRAM SERVICES

**Beacon** agrees to the following:

1. Provide all staff with ACEs (Adverse Childhood Experiences) Training. The purpose of training is to increase the community's collective ability to support individuals who have experienced traumatic events through the provision of supportive trauma-informed strategies and services.
2. Provide Achieve and Kitchen A La Cart to youth. This evidence based program provides K-5<sup>th</sup> grade students with practical knowledge about nutrition and provides fun interactive physical activity. Throughout the program the kids make healthy snacks and engage in physical activity, learning that eating well and exercising.

**BGCSJC** will:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate meeting space for children participating in the program.
3. Advise instructor and children when lessons will begin and ensure that children are in the proper room prior to each lesson.
4. Ensure that a staff member is present during the lesson to assist with the lesson.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than **September, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

## **Memorandum of Understanding**

### **TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**Beacon** agrees to indemnify, defend and hold harmless **BGCSJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **Beacon**. It is understood that such indemnity shall survive the termination of this Agreement.

**BGCSJC** agrees to indemnify, defend and hold harmless **Beacon**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of **BGCSJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **BGCSJC** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). **Beacon**, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with **Beacon** before commencement by **BGCSJC** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **BGCSJC**. A certificate of insurance showing compliance with these requirements shall be filed with **BCGSJC**.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### **FINGERPRINTING**

**Beacon** shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **BGCSJC** that no employee of the contractor working with youth and parents of **BGCSJC** has been convicted of a violent or serious felony as defined by statute. **Beacon** shall not permit any employee to have any such contact with a student of **BGCSJC** until such certification has been received by **BGCSJC**.

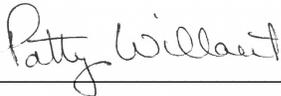
**Beacon** shall supply **BGCSJC** with a list of names of those employees who are cleared to work with youth and parents of the district. **BGCSJC** will also conduct criminal background checks on **Beacon** employees working to support its Out-of-School Time Programs.

### **WRITTEN NOTICE**

## Memorandum of Understanding

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

### APPROVALS

  
\_\_\_\_\_  
Patty Willaert, Beacon Community Impact, Executive Director  
Date 08/11/2020

  
\_\_\_\_\_  
Jacqueline Kronk, BGCSJC Chief Executive Officer  
Date 8/11/20

## **APPENDIX 2 – EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOLS**

Boys & Girls Clubs of St. Joseph County welcomes students from non-public schools into this 21<sup>st</sup> CCLC Site. We are excited about the opportunity to partner with several schools in the city to offer high quality out-of-school time programming to an even wider range of children in the community. The following is a list of four NPSs within a five-mile radius of Muessel Elementary School, meeting minutes, attendees, titles and contact information. Signed Consultation forms are provided in Appendix 3.

In-person meetings were not possible due to COVID-19. Therefore, BGCSJC contacted each principal by phone to discuss the Muessel 21<sup>st</sup> CCLC BGC Site. In each conversation, we discussed how children's needs would be identified; what services will be provided; how, where and by whom services will be offered; how services would be assessed and how results of the assessment will be used to improve those services; the size and scope of equitable services to be provided to the NPS students, families and teachers, and the amount of funds available for those services; how and when grantee will make decisions about the delivery services.

Good Shepherd Montessori School (ddriscoll@gsms.org, 574-288-0098)

Jacqueline Kronk, BGCSJC CEO, had a phone conversation with Head of School, Daniel Driscoll particularly around their Jaxson William Augustus Swank Foundation (JWAS) Scholars. These individuals are fully supported through this scholarship from preschool through college due to their families need – 250% below the poverty level. We had a discussion around transportation challenges and determined that if we were awarded the funding, we would need to arrange for a way to connect kids to our program.

Holy Cross School (aborjas@holycrosscrusaders.org, 574-234-3422)

Cathy Hall, BGCSJC Director of Marketing and Communications contacted Principal Anne Borjas to introduce our out-of-school program at Muessel. They are excited to offer this after school programming because they are unable to offer their regular After School Care Program starting Fall 2020. We discussed school schedule and logistics around children attending as it is the closest school in proximity to Muessel.

Stanley Clark School (tgrove@stanleyclark.org, 574-291-4200) Jacqueline Kronk, had a phone conversation with Assistant Head of School, Tara Grove. We discussed their JWAS scholarship students (several private schools in the area have JWAS Scholars) and how we could engage them into our programming. Stanley Clark School (SCS) is a private school serving a population of students from higher socio-economic backgrounds. The environment for JWAS Scholars and other scholarship students can be challenging given the vast differences in income levels. Our discussion centered around collaboration and staff training, and also on how the Club can help all scholarship students find success at SCS- particularly if the family does not have after-school care. In the end, SCS is not interested in participating in the program because they have their own after school care.

St. Joseph Grade School (amlewis@stjosephgradeschool.com, 574-234-0451)

Cathy Hall had a phone conversation with Assistant Principal Ana Marie Lewis to introduce our program. At this time, St. Joseph Grade School is not interested in participating in the program as the distance would prohibit their students from coming.



21<sup>ST</sup> CCLC

### APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

**BGCSJC** met with **Good Shepherd Montessori** on **8/10/20** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **South Bend, St. Joseph County**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

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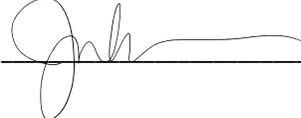
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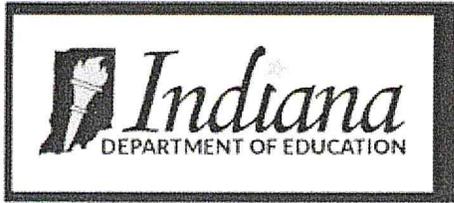
Non-Public School Representative  
Daniel W. Driscoll, Head of School

Applicant Representative

Jacqueline Kronk, CEO, Boys & Girls Club of St. Joseph County

Signature  


Signature  




21<sup>ST</sup> CCLC

**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)**

**BGCSJC met with Holy Cross on 8/11/20 in consultation for participation in a 21<sup>st</sup> CCLC initiative in South Bend, St. Joseph County.**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Non-Public School Representative

Anne Borjas

Applicant Representative

Jacqueline Kronk, CEO, Boys & Girls Club of St. Joseph County

Signature

J. Borjas

Signature

J. Kronk



21<sup>ST</sup> CCLC

**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)**

**BGCSJC met with Stanley Clark on 8/10/20 in consultation for participation in a 21<sup>st</sup> CCLC initiative in South Bend, St. Joseph County.**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Non-Public School Representative

*Melissa Grubb, Head of School*

Applicant Representative

Jacqueline Kronk, CEO, Boys & Girls Club of St. Joseph County

Signature

*Melissa Grubb*

Signature

*JK*



21<sup>ST</sup> CCLC

**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)**

**BGCSJC met with St. Joseph Grade School on 8/11/20 in consultation for participation in a 21<sup>st</sup> CCLC initiative in South Bend, St. Joseph County.**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

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Non-Public School Representative

Ana Maria Lewis St. Joe Grade School

Applicant Representative

Jacqueline Kronk, CEO, Boys & Girls Club of St. Joseph County

Signature

Signature

## **PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

For over 45 years, the Boys & Girls Clubs of St. Joseph County (BGCSJC) has been in the forefront of youth development in the South Bend community working to provide opportunities and support to young people from disadvantaged economic, social and familial circumstances. BGCSJC, in collaboration with the South Bend Community School Corporation (SBCSC) is requesting funding to *enhance* and *expand* the 21st Century Community Learning Center Innovation Grant Program site at Muessel Elementary School in South Bend, Indiana. We envision that the Muessel Site will become a sustainable, high-quality out-of-school program that will enrich the lives of the students, their families and the community.

The need for affordable out-of-school time programming at Muessel is dire. Muessel Elementary School is a Priority Title I School. In 2019-2020, 369 students were enrolled in the school. According to the Indiana Department of Education (IDOE), over 83.5% of the students at Muessel qualify for free/reduced lunch (FRL). Of the total students, 82% come from minority families. The overall attendance rate is among the lowest of elementary schools in the district at 89.1% for the 2019-2020 school year. Muessel ranks worse than 99% of the elementary schools in Indiana and is listed among the 18 lowest ranked elementary schools in South Bend. 2019 ILEARN passing rates were at 5.9% for English/Language Arts (E/LA) and 10.4% for math.

BGCSJC started the Muessel Site in July 2020 through 21st CCLC Innovation Grant funding. It is the only out-of-school programming offered to Muessel students and families. While the Innovation Grant summer programming had to be adjusted due to COVID-19, we were able to provide a much smaller number of children with a COVID-19 safe learning environment with a focus on Character & Leadership, Performing Arts, Sports & Recreation, Health & Wellness, Cognitive Development, STEM/STEAM and Visual Arts. The Innovation Grant after-school programming for fall of 2020 was planned to have an average daily attendance (ADA) of 100 students, but had to reduce capacity by 50% due to spacing and social distancing requirements. As one of the only youth development organizations that opened during Covid-19, BGCSJC is in a unique position to prepare our community's youth to be effective, engaged and adaptive learners who are on track to graduate with a plan for the future. Here, we plan to *expand* the ADA to 136 students for the after-school program and 150 for the summer program.

The partnership between BGCSJC and SBCSC aims to produce the following outcomes:

1) Improve academic achievement; 2) improve student behavior; 3) improve school day attendance; 4) increase family involvement; and, 5) offer opportunities to members that they otherwise would not have. Leveraging our 11-year experience with SBCSC's Harrison Elementary School 21<sup>st</sup> CCLC, we developed the Innovation Grant programming with evidence-based Boys and Girls Club of America curricula and community partnerships. We will further improve the expected outcomes by *enhancing* the programming through the addition of the following:

1. **STEM/STEAM Activities.** Just as people need to be immersed in real-world situations to learn a language, children need to explore STEM/STEAM in their everyday lives to become fluent in these subjects. We will *enhance* STEM/STEAM programming to give our students the opportunity to explore: topics in nature (Ultimate Journey); computer science through coding (CODEinCLASS); news broadcasting through video production (Eyedea Studio); design through LEGOs, origami and pottery (The Pigeon & the Hen Pottery) and professional development

focused on math intervention/tutoring, STEM Fun Fridays, assist staff in creating math-centered family events, and Math intervention/tutoring (Riverbend Community Math Center).

**2. Literacy Intervention.** We aim to improve student academic achievement in English/Language arts (E/LA). Literacy intervention and tutoring will be strengthened through a partnership with the Robinson Community Learning Center. They will provide a Shakespeare Program that has a strong literacy foundation and drama integration.

**3. Performing Arts and Music.** We support equitable opportunities for the youth we serve to use their imaginations, explore their creativity and build courage through self-expression. The South Bend Civic Theatre will provide a weekly satellite theatre workshop and The Music Village will provide ukulele group lessons.

**4. Health and Wellness.** It is now, more than ever before, an ideal time to train children, teachers, and staff how to manage stress. Mindful U will conduct mindfulness training for staff, teachers and youth. Beacon Community Impact will provide Adverse Childhood Experiences professional training and will teach children about eating well and exercising. BGCSJC's new Bicycle Program will teach children how to ride a bicycle.

**5. Positive Youth Development.** We will invest in teaching youth the skills and experiences they need to be confident leaders and responsible citizens. Girl Scouts of Northern Indiana-Michiana will provide girls an opportunity to be a Girl Scout and we will add another Girls on the Run team to current programming. Robinson Community Learning Center will provide Take Ten curriculum that emphasizes violence reduction and prevention.

**6. Family Involvement.** Our program also benefits the family nucleus of those we serve. Research has shown that positive relationships between children and the adults in their lives is a critical indicator of a successful future. Including families in programming at Muessel is an integral component of strengthening the academic performance of participants and the overall wellbeing of families. Families will have the opportunity to participate in a variety of activities including Family Nights.

These activities will take place during out of school Club hours and will be facilitated by trained staff, certified teachers, and trained volunteers. Jacqueline Kronk, BGCSJC Chief Executive Officer, Duane Wilson, BGCSJC Chief Operations Officer will provide administration of the Muessel 21<sup>st</sup> CCLC BGC Site. Ashley Salyer Murray will provide oversight and Tonja Winfield, Muessel Site Director will be responsible for daily operations.

The need to continue this partnership is abundantly clear. As an informal learning space, our Club has the opportunity to offer both remediation and enrichment, all while inviting youth to discover and pursue passions that connect to future opportunities. Innovation Grant funding is a stepping stone in addressing Muessel's socio-economic disparities. It is the 21st CCLC funding that will be critical for BGCSJC to make a long-lasting impact on the education of this community.

## **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

### *1. Minimum Criteria*

The Boys & Girls Clubs of St. Joseph County (BGCSJC) proposes to enhance and expand the current 21st CCLC Innovation Grant out of school time programming at Muessel Elementary School in South Bend, Indiana. According to the Indiana Department of Education (IDOE) for the academic year 2019-2020, 83.5% of students at Muessel qualify for free and reduced lunch (FRL). Muessel Elementary is a Title I School, has received a state grade of F for the past five academic years and has a federal rating of Does Not Meet Expectations. Based on this information, Muessel Elementary meets the minimum criteria for 21st CCLC funding.

### *2. Origin of Partnership*

BGCSJC is a community based non-profit organization that has been in the forefront of youth development in the South Bend community for over 45 years, working to provide a variety of opportunities and support to young people from disadvantaged economic, social and family circumstances. We serve more than 1,100 at-risk youth each year at five different sites in St. Joseph County, reaching an average of 500 children daily with over 1,400 members.

BGCSJC has a longstanding relationship with the South Bend School Corporation (SBCSC). In 1998, BGCSJC opened its first SBCSC school site at Perley Elementary School. In 2006, Harrison Elementary School, another school in the SBSC, was awarded funding for their Boys & Girls Club Site in Cohort 4 as a 21st CCLC. This site was subsequently funded through Cohort 6 and Cohort 8. Additionally, BGCSJC was awarded Cohort 5 and 7 21st CCLC funding at another SBSC school, Wilson Elementary School. This twenty-year partnership has proven to be successful because all sites consistently met or exceeded program outcomes and we continue to collaborate.

Muessel's new leader, Principal Dr. Libby Wilson, was Assistant Principal at Harrison Elementary School and helped oversee our 21st CCLC Site (Cohort 8). Dr. Wilson's shift as the Principal at Muessel opens the door for a new, highly impactful 21 CCLC Site. She has seen and understands the value of the Boys & Girls Club partnership and knows what it takes for the working relationship to be as strong and efficient as possible. Her efforts are fully supported by Brandon White, SBCSC's Chief Academic Officer and Dr. Todd Cummings, Superintendent from the SBCSC.

### *3. Priority Area*

Cohort 10 funding will add four more years of programming to Muessel's current Innovation Grant specifically in the areas of STEM/STEAM with a focus on mathematics. Youth spend 13.36 percent of their waking hours in school by the age of 18. To make the most of the other 86.64 percent, we must engage them in ways that look and feel different from school. Students who are immersed in science have more advanced fluency than those with few science experiences. STEM/STEAM concepts are best understood when practiced and applied regularly in and out of the classroom. We can increase our nation's level of STEM fluency for all youth, regardless of their location or socio-economic background by expanding our current programs and intentionally connecting more students to STEM-related opportunities.

As the leading nonprofit out-of-school time provider in this community and throughout the U.S., BGCSJC is part of a national movement that stands ready to bridge the gap in STEM access and equity. We plan to do this through the implementation of a wide base of programming that increases STEM/STEAM experiences and encourages exploration beyond the classroom. Over the

next four years, we will expand and enhance the quality of our STEM/STEAM programming. This will allow us to support the full integration of STEM/STEAM into the Muessel Club, as well as prepare our youth development professionals to implement research-based STEM/STEAM programs. With no after-school support programs at Muessel, the opportunity to make an immediate and significant impact is vast.

**PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

Muessel Elementary School is identified as a Comprehensive Support and Improvement school under Indiana’s ESSA accountability system. As such, the school meets the priority point criteria.

**NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

1. *Data Evidence*

There is a desperate need for affordable and high quality out-of-school programming at Muessel. According to IDOE for the 2019-2020 academic year, 83.5% of the 369 students at Muessel qualify for free or reduced lunch. Over 82% of students came from minority families, 191 (51.8%) students are African Americans, 1 (0.3%) student is Asian, 77 (20.9%) students are Hispanic, 75 (20.3%) students are white, 25 (6.8%) students are multiracial. Muessel currently ranks 1,029 out of the 1,031 elementary schools in Indiana. Over 25% are students with disabilities, and just over 3% are homeless. Muessel’s overall attendance rate is among the lowest of elementary schools in the district at 89.1% last school year. Chronic absenteeism, defined as the percentage of students missing at least 10% of enrollment days, was 42.2% in 2018-19. That same year, only 28.5% of students achieved an attendance rate of 96% or above (persistent attendee rate).

Muessel demonstrates some of the highest levels of disciplinary infractions among elementary school students, and the number of infractions have been increasing rapidly. In the 2019-20 academic year, 21.3% of students received an out-of-school suspension (OSS), already eclipsing final 2018-19 levels (21.8% of students received either an in-school suspension [ISS] or OSS).

In 2019, ILEARN test scores indicate that the percentage of students that meet state standards for testing fell FAR BELOW those students in the same grade statewide in English Language Arts, Math, Science and Social Studies, as shown in Table 1. Additionally, Muessel ranked worse than 99.8% of the elementary schools in Indiana (0.2 percentile) and ranked last among 18 elementary schools in South Bend. For these reasons, 21st CCLC funding is crucial for raising the academic achievement of Muessel students.

GRADE	ENGLISH		MATH		SCIENCE		SOCIAL STUDIES	
	Muessel	Statewide	Muessel	Statewide	Muessel	Statewide	Muessel	Statewide
3rd Grade	10.0%	46.3%	15.0%	58.7%	NA	NA	NA	NA
4th Grade	4.1%	45.8%	4.1%	54.0%	0.0%	46.3%	NA	NA
5th Grade	2.6%	47.5%	5.3%	47.8%	NA	NA	5.4%	46.0%

Table 1. Comparison of Muessel and Indiana percentage of students meeting 2019 ILEARN state standards.

2. *Current Programming*

Muessel and BGCSJC were awarded a one-year 21st CCLC Innovation Grant to begin on June 1, 2020. However, due to COVID-19, the summer programming was changed to incorporate new safety guidelines and started July 6, 2020. Prior to receiving this funding, no after-school support

programs, summer programs or family programs were available at Muessel. The Innovation Grant Programming is the only out-of-school programming with family events available to Muessel students and families.

The five-week summer programming incorporated BGCSJC’s five pillars (Table 2) into the daily schedule: Character & Leadership, Education & Career Development, Health & Life Skills, The Arts, and Sports, Fitness & Recreation using evidence-based Boys and Girls Clubs of America (BGCA) curriculum. The following partners also provided special programming for our members: The Pigeon & the Hen Pottery Shop, Mindful U, Purdue University Extension of St. Joseph County, artist Brandon Reed and BGCSJC’s new Bicycle Education Program.

TIME	ACTIVITY
9:00 - 9:50 am	Arrival, check-in, breakfast, homeroom
10:00 - 10:50 am	Character & Leadership
	Performing Arts
11:00 - 11:50 am	Sports & Recreation
	Health & Wellness
12:00 - 12:50 pm	Lunch/Temperature checks
1:00 - 1:45 pm	Education/Cognitive development
	STEM & Literacy
1:55 - 2:30 pm	Visual Arts
2:30 - 3:00 pm	Wind down/departure

Table 2. Muessel’s Summer Program 2020 funded by 21st CCLC Innovation grant.

We plan to implement the proposed 21st CCLC Innovation after-school programming for the school year 2020-2021, shown on the following page in Table 3. This programming was modeled after our successful Harrison BGC 21st CCLC site (Cohorts 4, 6, and 8), funded for the past 11 years.

The most recent program evaluation from the Harrison BGC site indicated the need for math intervention. Therefore, we will address this service gap in this Muessel proposal by adding math intervention. We will add a new math partner, described

below, to train our staff in identifying math skill gaps and math enrichment activities. Small group work will ensure that improvements are seen in math grades and state test scores from fall to spring semester as well as year after year.

In the Innovation Grant after-school program, STEM Enrichment is incorporated, however, BGCSJC is committed to expanding high-quality STEM programming in our Clubs. STEM is a targeted program that provides exceptional educational and career exploration opportunities. While engaged in STEM/STEAM activities, youth are able to address real-world problems through hands-on projects. Expanding high-quality STEM/STEAM programming will maximize our impact – especially when it comes to reaching groups traditionally underrepresented in STEM fields. Increasing the variety of STEM/STEAM activities will: 1) increase organizational capacity to develop a culture of STEM learning; 2) build staff capacity to facilitate meaningful learning throughout the Club day including STEM programs; and 3) implement strategies that encourage youth engagement with continuous experiences and opportunities - from foundational education experiences to advanced programming that engages youth as engineers, innovators, scientists and designers. Because of the overwhelming need to engage youth of all backgrounds in STEM, BGCSJC has the opportunity to address this imbalance by providing experiences that expand our youths’ understanding of STEM subjects, motivate them to consider possible careers, and support them through the career exploration process.

Health and wellness programming at Muessel are paramount against the backdrop of both a worldwide pandemic and evolving cultural norms involving racial inequality. Training children, teachers and our staff how to manage such stressors is a service gap that our program will fill.

<b>21st CCLC INNOVATION PROGRAMMING (CURRENT)</b>	<b>PROPOSED 21st CCLC COHORT 10 PROGRAMMING (ENHANCE/EXPAND)</b>
<b>Power Hour</b>	<b>Power Hour (Expand)</b>
Homework help, tutoring, Project Learn	Homework help tutoring, Project Learn
Monday - Thursday (4 days), 45 minutes/day	Monday - Thursday (4 days), 45 minutes/day
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>STEM Enrichment</b>	<b>STEM and STEAM Enrichment (Enhance &amp; Expand)</b>
STEM Curriculum, Content Specialist	STEM Curriculum, Content Specialist, Origami, Jr. First LEGO, CODEinCLASS, STEM Fun Friday, Ultimate Journey (summer only)
K-1st: 3X/week; 2nd-5th: 5X/week, 45 min/d	K-1st: 3X/week; 2nd-5th: 5X/week, 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Triple Play/Healthy Habits</b>	<b>Triple Play/Healthy Habits, Mindful U, Beacon Community Impact, Bicycle Education Program (Enhance &amp; Expand)</b>
Monday - Friday (5 Days), 45 min/d	Monday - Friday (5 Days), 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Literacy Intervention for K-2nd</b>	<b>Literacy Intervention for K-5 (Enhance &amp; Expand)</b>
Curriculum, Literacy Content Specialist, small literacy groups and intervention	Curriculum, Literacy Content Specialist, small literacy groups and intervention, Robinson Community Learning Center
Monday - Thursday (4 days), 45 minutes/day	K-2: Monday - Thursday (4 days), 45 min/day; 3rd-5th: 2X/week, 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>The Arts</b>	<b>The Arts: Projects, Music, Digital, &amp; Performance Arts (Enhance &amp; Expand)</b>
Curriculum, Content Specialist, Pigeon & Hen Pottery	Curriculum, Content Specialist, Pigeon & Hen Pottery, Music Village, South Bend Civic Theatre, Eyedea Studio
Monday - Friday (5 Days), 45 min/d	Monday - Friday (5 Days), 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Computer Lab/NetSmartz</b>	<b>Computer Lab/NetSmartz (Expand)</b>
Monday - Friday (5 Days), 45 min/d	Monday - Friday (5 Days), 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Social Recreation</b>	<b>Social Recreation (Expand)</b>
Monday - Friday (5 Days), 45 min/d	Monday - Friday (5 Days), 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Health &amp; Wellness: SMART Moves, SMART Girls, Passport to Manhood</b>	<b>Health &amp; Wellness: SMART Moves, SMART Girls, Passport to Manhood, BGCSJC Bicycle Program (Enhance &amp; Expand)</b>
2X/week, 45 min/d	2X/week, 45 min/d
ADA: K: 14, 1st: 15, 2nd: 13, 3rd: 21, 4th: 25, 5th: 13	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>Family Engagement: Family Nights, Parent Surveys, Raffles</b>	<b>Family Engagement: Family Nights, Family Math Nights, Parent Surveys, Raffles (Enhance &amp; Expand)</b>
	Riverbend Community Math Center
Quarterly family nights (3 hours), parent surveys, bi-monthly raffles	Quarterly family nights (3 hours), 2 Family Math Nights, parent surveys, bi-monthly raffles
20-25 Families or approximately 50-75 people	30-40 Families or approximately 75-125 people
<b>Girls on the Run (one team)</b>	<b>Girls on the Run (Expand to two teams)</b>
3rd-5th grade girls, 10 weeks/year, 2 d/wk, 2.5 hr/d	3rd-5th grade girls, 10 weeks/year, 2 d/wk, 2.5 hr/d
ADA: 3rd: 7, 4th: 8, 5th: 5	ADA: 3rd: 14, 4th: 16, 5th: 10
<b>N/A</b>	<b>Math Tutoring &amp; Intervention (Enhance)</b>
	Riverbend Community Math Center
	Monday - Thursday (4 days), 45 min/day
	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20
<b>N/A</b>	<b>Girl Scouts of Northern Indiana-Michiana (Enhance)</b>
	K-2nd grade girls, 1 d/wk, 1 hr/d
	ADA: K: 8, 1st: 8, 2nd: 8
<b>N/A</b>	<b>Robinson Community Learning Center - Take Ten (Enhance)</b>
	1 d/wk, 1 hr/d
	ADA: K: 18, 1st: 20, 2nd: 20, 3rd: 28, 4th: 30, 5th: 20

Table 3. 21st CCLC Innovation after school program and proposed Cohort 10 after school program.

Racism is a form of widespread, ongoing, historical and intergenerational trauma, and it is recognized as such in youth development. It is considered an adverse childhood experience (ACE). ACEs are linked to chronic health problems, mental illness and substance misuse in adulthood. ACEs can also negatively impact education and job opportunities. However, ACEs can be prevented by creating and sustaining a safe and stable environment, and by nurturing relationships for children and families. Our Clubs provide these relationships and environments every day. To ensure Clubs are a place of healing for youth, we will scale up ACEs training so that all staff are trained to practice trauma-informed care. We will also add yoga and mindfulness practices for self-care and stress management for children, staff and teachers.

As shown above, Muessel's increasing number of disciplinary infractions among students is especially concerning. There is a need to teach children how to think before they act and find positive alternatives to resolving conflict. We will add Positive Youth Development programming with the aim to decrease student suspensions.

It is crucial for this programming to be enhanced and expanded beyond the 21st CCLC Innovation funding period to truly make an impact and achieve positive academic and behavioral outcomes that will be long lasting for Muessel students, children who genuinely need it.

### 3. Enhance or Expand

Table 3 shows 21st CCLC Innovation after-school programming compared to proposed 21st CCLC Cohort 10 programming, hours per week and ADA to illustrate the proposed work. The Innovation Grant programming aimed to have an average daily attendance (ADA) of 110 children per year during the academic year and 100 children during the summer. With 369 students at Muessel, Cohort 10 will allow us to enhance and expand the programming to include more students and add more partners to include a new Math tutoring/intervention for all grade levels, more STEM and STEAM enrichment activities, and more health & wellness activities.

Specifically, this expansion will allow us to add 35 more children to the school year programming and 50 more children to the summer programming with the opportunity to make an impact on many more families in this school community. With greater resources, Muessel BGC will be able to increase quality staffing, ensuring that we meet the Indiana Afterschool Standards for staff to child ratio, training and certifications. We will be able to enhance both after-school and summer programming by adding partners that will offer a greater variety of activities to enrich student experiences.

The following additional partners (detailed in the Partnerships section, below) will provide new programs in: STEM/STEAM - CODEinCLASS, Eyedea Studio, Riverbend Community Math Center (STEM Fun Friday and Family Math Nights); Literacy - Robinson Community Learning Center; The Arts - South Bend Civic Theatre, The Music Village; Health and Wellness - Mindful U, Beacon Community Impact, BGCSJC's Bicycle Education Program; Positive Youth Development – Girl Scouts of Northern Indiana-Michiana and Robinson Community Learning Center.

### 4. Identified Needs

Muessel's 2019-2020 School Improvement Plan (SIP) focused on: 1) improving student proficiency in E/LA and math; 2) increasing the numbers of students receiving standard and high growth in both E/LA and math; and 3) increase growth and proficiency for Black and FRL students. Our proposed 21st CCLC programming for Muessel was created using strategic planning

and decision-making to ensure that the greatest impact in meeting the Indiana State Standards for E/LA, math and science would be achieved as well as meeting the school's SIP.

In collaboration with the SBCSC and Muessel's principal, the program will focus on children most in need and will directly engage with their families. Working with both children and families ensures total involvement in Club activities and will strengthen opportunities for students to graduate and live productive lives. In addition to the proposed programming, Content Specialists and certified teachers will facilitate targeted enrichment opportunities for Club members in STEM, math and E/LA. Target students will be identified with the help of school day teachers and school administrators. Successful relationships with partners at the Harrison BGC 21st CCLC site have allowed us to collaboratively work to create programming that will meet our needs and fill service gaps. The 21st CCLC will focus on activities and programs that work to increase the ILEARN and local assessment scores.

## **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

### 1. Project Collaboration

The funds for this project were coordinated through BGCSJC and each partner crafting a well-defined Memorandum of Understanding (MOU) that outlines the parameters of service and expectations. 21st CCLC funds will be used with funds from other sources to achieve program goals including: State - Title I, Indiana Kids Program from the Indiana Governor's Office (application pending), IDOE Child and Adult Care Food Program; National - BGCA: Office of Justice Programs (OJP); Foundations - Family & Children's Center Foundation, local/regional foundations awarded throughout the year; Private/Individual - gifts through the BGCSJC Annual Giving Campaign, special events and membership dues and; In-kind - services provided by 21<sup>st</sup> CCLC partners, detailed below totaling more than \$90,000 per year.

BGCJSC will partner with multiple organizations to offer 21st CCLC programming at Muessel:

1. *South Bend Community School Corporation (SBCSC)* will provide the use of classrooms, athletic field, outdoor playground equipment, computer lab and computers, gymnasium, multipurpose space and the library as an in-kind contribution. SBCSC will provide BGCSJC staff with access to member academic, attendance, behavior and standardized testing data. SBCSC will provide support from teachers and school administration. (In-kind \$58,000)
2. *Muessel Elementary School* will assure clean, available space, storage, custodial services, food services, security, and most importantly the sharing of information, academic records, relevant data and a positive working relationship between school personnel and Club staff. (In-kind \$29,000)
3. *IDOE Child and Adult Care Food Program (CACFP)* at-risk afterschool meals program will provide a daily dinner and snacks during the after-school hours. Children participating in summer programs will receive both breakfast and lunch through this program. (Grant funded)
4. Muessel's School Social Worker will meet with BGCSJC staff to identify members and their families in need of services, assess needs, recommend services, make referrals and help to monitor outcomes. (In-kind \$5,400)
5. *CODEinCLASS* is a program that empowers all educators to teach computer science, giving students access to computer science skills, building skills in communication, critical thinking, collaboration and creativity. CODEinCLASS will provide the curriculum, program materials, staff training and ongoing technical assistance. (Contract)
6. *Riverbend Community Math Center (RCMC)* is a non-profit organization in South Bend with a mission to promote interest and confidence in mathematics among people of all ages. RCMC will provide a master teacher to supervise volunteers and tutors and will lead STEM Fun Friday activities. They will also provide training to all staff and volunteers on math tutoring and enrichment and assist BGCSJC to organize two Family Math Night events. (Contract)
7. *Eyedeas Studio* is a local, all in house company specializing in innovative print design, website design, photography, video, and music. Students will capture and edit footage for five news programs per year. Each program will take three sessions that will introduce scripting, lighting, videography, sound recording, as well as mix and master to produce the best news stories covering the events taking place. (Contract)
8. *Robinson Community Learning Center (RCLC)* is an off-campus educational initiative of the University of Notre Dame in partnership with South Bend's Northeast Neighborhood

community. RCLC will provide weekly Take Ten curriculum – a skills-based program which teaches conflict resolution, bullying prevention and positive alternatives to violence. They will also provide weekly Shakespeare programming that has a focus on language acquisition, text analysis, and theatre games with a strong language foundation. (Contract)

9. *The Pigeon and the Hen Pottery* is a local pottery shop and will have an instructor present a seven-week program during the summer and five visits during the school year. Clay sculpting, pottery wheel, painting pottery and canvas encourages students to develop their individual voice and express themselves through art. STEAM learning foundations will be incorporated. (Contract)
10. *The Music Village* (TMV) is a community-based arts center and school with a mission to build community through music. TMV will establish and administer an introductory ukulele lesson program for 20 students for a 15-week semester session. At the end of each session, a "showcase" performance will give students the opportunity to realize a sense of accomplishment, and inspire other students to get involved in future music programs. Participants will benefit from the cognitive, physical and social advantages that music-instrument has proven to provide to children. (Contract)
11. *South Bend Civic Theatre's* (SBCT) mission is to enrich and create community through live theatre, accomplished through excellence, education and equity. In partnership with BGCSJC, the SBCT will provide satellite theatre workshop opportunities weekly to children at Muessel starting in January 2021 (closure due to COVID-19 in fall 2020), with a final demonstration for the families. (Contract)
12. *Mindful U, LLC's* mission is to teach secular, developmentally appropriate, research-based yoga and mindfulness programs that creates a culture in which staff incorporate these practices into the classroom to increase student regulation, focus and emotional resilience and to improve peer relationships. Mindful U will provide a two-hour beginning of the year training program for all staff and teachers on integrating trauma-informed yoga and mindfulness practices. This will be supplemented with a weekly half-hour training. Mindful U will also conduct weekly student yoga and mindfulness lessons. (Contract and professional development)
13. *Beacon Community Impact* is an outreach organization of Beacon Health System that extends beyond the individual and focuses on health outcomes of an entire group, community, culture or institution. They will provide health educators to present Achieve and Kitchen a la Cart, an evidence-based program that teaches children how to make healthy snacks and engage in exercise. They will also provide ACEs (Adverse Childhood Experiences) training for our staff. (In-kind and professional development \$1000)
14. *The Bicycle Education Program* is a new seasonal BGCSJC program that involves many community partners: The Avenue Bike Station, Beacon Health System, Bike Michiana Coalition, City of South Bend, City of South Bend Venues Parks & Arts, Goodwill Industries of Michiana, Michiana Area Council of Governments, Michiana Athletic and Recreation Association, Outpost Sports, St. Joseph County Department of Health, and South Bend Bike Garage. This program provides members the opportunity to learn how to safely ride a bike. Through strong partnerships created to collaborate on community driven solutions, the group will repair 80 donated bikes and provide a robust educational curriculum taught by local volunteers. (In-Kind and supplies)
15. *Girls on the Run* is a life changing program for 8-13 years old girls that promotes girl empowerment by teaching life skills through a comprehensive 10-week program that runs

from February to April. The program incorporates dynamic interactive lessons and physical activity and training for a 3.1-mile run/walk event. Trained volunteer coaches will execute the curriculum designed to promote physical, social and spiritual development. (Contract)

16. *Girl Scouts of Northern Indiana-Michiana* (GSNI-M) provides Girl Scout activities to build girls of courage, confidence, and character who will make the world a better place. A Troop leader, Girl Scout membership, uniforms, sashes or tunics, earned troop recognitions, and program supplies for activities will be provided. (In-kind \$800)

## 2. Identifying Partners

In order to develop the best partnerships, BGCSJC collected extensive input from staff, students, school personnel, parents, board members, and community members on program structure, community needs and best practices implemented at other successful 21st CCLC sites. Established partnerships formed from other Boys and Girls Club Sites at Harrison Elementary School (Cohort 8) and beyond include SBCSC, IDOE CACFP, CODEinCLASS (4 years), The Pigeon and the Hen Pottery (8 years), Girls on the Run (8 years), GSNI-M (4 years), RCLC (8 years), and Beacon Community Impact (4 years). New partnerships are being formed through this grant including RCMC, TMV, SBCT, Mindful U, and Eyedea Studio. We will continue to engage new stakeholders as much as possible to increase program stability beyond the funding period.

Each partner will make an impact on Club members and programming was customized and developed for Muessel with each partner. MOUs (see Appendix) were created together and purpose and parameters were agreed upon before documents were signed.

## 3. Volunteers

BGCSJC will recruit volunteers through local schools, colleges and universities as well as through community-held events. The BGCSJC Volunteer Coordinator is in constant contact with six local colleges and universities to recruit and onboard students and faculty to support and further BGC's mission and vision. In addition, local public and private high schools are contacted and encouraged to provide and participate in specific STEM, literacy, and career programs. Volunteers are recruited through school-specific avenues as well as formal, organized service/volunteer fairs. Volunteers are also identified through BGCSJC's partnership with The Forever Learning Institute, which engages older adults and retirees to provide high quality homework support and mentorship. BGCSJC's Director of Marketing and Communications makes announcements about volunteer opportunities through social media to reach the broader community. Community volunteers include both individual and corporate entities. The Volunteer Coordinator and/or other staff attend service and volunteer fairs and community-wide events to attract people who are committed to and have a passion for enabling all youth to imagine and fulfill their potential. Volunteers are also required to attend a one-hour Orientation that covers BGCA history, programming, safety protocols, policies and procedures, mentoring and tutoring tips, and conflict resolution, all while emphasizing positive youth development. This orientation and on-site training will provide volunteers with the knowledge and experience that will directly impact the Muessel student's needs and program goals. All volunteers will be required to have a background check conducted before engaging with students.

## **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

### *1. Recruitment Criteria*

BGCSJC will work in collaboration with the SBSC administration and the Muessel Elementary administration to announce and share our partnership. Together, we will target the students and families that would benefit the most from our programming. We will organize and implement informational meetings to showcase the program offerings and to highlight the successes from our sister program at Harrison. All students and families will be invited via online outreach and by flyer invitation to come observe first-hand the activities and programs that would take place on a regular basis. We will ask a select group of families who have participated in and benefited from our Harrison location to serve as conduits and provide testimonials of what is possible at Muessel with this programming. Staff and administrators will be on hand to answer any and all questions families might have. At these informational meetings we will also discuss all necessary logistics (e.g., safety, hours of operation, and expectations).

Sign-ups will be received on a first come, first served basis. Although our programming costs are well over \$1,000 per member, we understand that the population we are serving is under the poverty line and will offer our program at a cost of \$50 per member for the school year and a separate fee for our summer dues. No child is turned away because of an inability to pay, and nearly 40% of all memberships are entirely subsidized through a blended funding strategy made up of donors, state and federal funding and parents.

Summer programming will also be discussed at the meeting and a possible discount will be offered for anyone who signs up at the meeting. Should we not meet our goal for sign-ups, we will continue our recruiting efforts by hosting a one-day explorer program where a student can sign up to try the club out for one day. Emergency contact forms for this will be available on a smaller scale and will be offered at no cost for the day. We will also offer tours for the entire family so that they can see the programs in action. BGCSJC will continually work with the school administration and teachers to recruit students and/or families who could benefit from our programs. We have full confidence that with these efforts we will reach our goal of at least 130 members enrolled as there are no afterschool programs currently being offered.

### *2. Community Data*

Muessel is a Priority Title I School and has received an F-rating for five consecutive years, and is currently targeted as a Comprehensive Support and Improvement school under Indiana's ESSA accountability system. In addition to that, 83.5% of Muessel's student body is from economically disadvantaged backgrounds (FRL), over 25% are students with disabilities, and just over 3% are homeless. Muessel's overall attendance rate is among the lowest of elementary schools in the district at 89.1% last school year. Chronic absenteeism, defined as the percentage of students missing at least 10% of enrollment days, was 42.2% in 2018-19. That same year, only 28.5% of students achieved an attendance rate of 96% or above (persistent attendee rate). Muessel also demonstrates some of the highest levels of disciplinary infractions among elementary school students, and has been increasing rapidly. So far in the 2019-20 school year, 21.3% of students have received an out-of-school suspension, already eclipsing final 2018-19 levels (21.8% of students have received either an ISS or OSS). 2019 ILEARN passing rates are at 5.9% (E/LA) and 10.4% (math).

### *3. Parental Involvement*

BGCSJC believes in building a strong relationship with the school, the school administration, the community, the child, and the families we aim to serve. Within that mindset, we will have many opportunities to engage with our families by inviting them to tour our program, attend informational sessions, and participate in hands-on activities alongside their students. We will host a series of family nights where the members and their families attend on-site events where they work together as a family in a variety of games, team building challenges, art, STEM experiments, cultural activities, and much more.

The following are examples of Family Nights that have been held at our Harrison 21CCLC Site that we will use as models for the Muessel Site:

*Cultural Family Night:* In honor of Hispanic Heritage Month, Harrison and a community partner hosted this family event to include its large Hispanic student population. A month before the event, students worked in groups to put a display together on a Latin country of their choice. On the night of the event, each display offered cultural food specialties, games, arts and crafts. A traditional Mexican dance performance was enjoyed by all.

*Global Family Night:* This event was focused on any country in the world. Students worked in groups one month before the event to design a display board on the country of their choice. On the night of the event, students present their boards to their families. Traditional games, arts and crafts and take-home activities of the country were made available for attendees to participate in.

*Lights On Afterschool:* This national event intends to bring awareness to afterschool programs and how they benefit the community. At this event, we allowed parents to take a tour through their student's programming schedule to experience their learning and enrichment activities.

*Literacy Night:* This event was hosted with a community partner. Activities revolved around literacy with a local celebrity book-reading, guest speakers, book give-away, Noun/Verb Bingo, and other literacy games played at the event and taken home. Interpreters were available to accommodate those with language barriers due to our large Spanish-speaking population. In collaboration with RCLC and their Shakespeare program, we will to develop a short evening performance to give to families.

*Family Fun Nights:* We also encourage our families to have fun with one another, creating a stronger community. We have hosted carnivals, game night, Trunk or Treat, holiday parties, end of summer celebrations, dinner and a movie. These events encourage our families to have fun together and with other families, strengthening the community. For children whose family cannot attend for any reason, we have staff stay with them to keep them involved and part of the community.

As part of our Family Nights at Muessel, RCMC will work with our staff to organize a *Family Math Night* to be held twice a year. These events will follow the Julia Robinson Mathematics Festival model where students and their families choose to participate among tables of math-themed games, puzzles or problem sets in a social and cooperative atmosphere. Table facilitators provide support and encouragement and participants can work for as long as they like without the worry of competition. RCMC will provide a two-hour training session for volunteers and staff ahead of each event to ensure success.

Families will also be invited to watch demonstrations of student work with the following community partners:

*Eyedeas Studio:* Students will create a news program that will be presented to parents at an event. This broadcast will also be posted on the school's website for the entire community to enjoy.

*SBCT:* At the end of the session, students will give a 30-minute demonstration of what they learned in SBCT's Theatre Workshop. SBCT values the idea of process over production and works diligently to cultivate an environment of trust, collaboration and mutual respect among its students.

*The Music Village:* Students participating in the ukulele group lessons will have the opportunity to demonstrate what they have learned to their families.

We will display student art at our events whenever possible and we will continue to work with partners to bring more family learning opportunities to the Muessel community. For example, Mindful U could provide a yoga and mindfulness class for families.

We will work within the Muessel community and the Near Northwest Neighborhood Alliance to identify and provide experiences outside of school. For example, at the Harrison Site, we provided families with tickets to Notre Dame football games, National Hockey League events, baseball and basketball tickets, health and community fairs. These events have helped families who are often unable to afford these experiences to share time as a family and help strengthen their bond, forming lasting memories.

Finally, we will continue our efforts to involve our families in shaping programming decisions by forming parent committees, involving them in planning special events, and providing them with volunteer service opportunities. We feel that family engagement is very important in the development of our youth because research has shown that when families are engaged, students thrive in many areas of development such as behavior, academic success, and involvement. Our families have always been our best resource and partners in the success of our programs. They help by getting their children involved in the activities, and they also encourage others to invest in our programs or help in recruitment of other students and families. They often do this on their own accord because they have seen our mission first hand and believe in the work we are doing. We serve to bridge the communication gap between working parents and the school. Daily interactions with both families and the school allow us to not only communicate information from one to the other, but also allows us to provide additional in-home learning resources such as materials, classes and other support. This line of communication is an invaluable asset of our Club.

#### 4. *Snack and/or Meals*

BGCSJC will provide our members with a daily dinner and snacks during the after-school hours at Muessel. Children participating in summer programs will receive both breakfast and lunch through this program. These meals will be funded through IDOE's Child and Adult Care Food Program (CACFP) at-risk afterschool meals program. The meals will be prepared and distributed by SBCSC employees. We will also work with the school to identify members who may need service through the take home food programs.

## 5. Weekly Schedule

The weekly schedule for the Muessel BGC Site during the school year is provided in Table 4, below. The Harrison BGC 21st CCLC site programming was used as a model for developing the Muessel programming. Site programming begins after school from 3:00 pm until 6:30 pm with six rotations per day. Ideally, children will be grouped by grade, but depending on the available building/classroom space and daily attending students, they may be divided into three age groups: K-1, 2-3, and 4-5. The daily schedule for the summer programming will be the same as that used for Summer 2020, shown earlier in Table 2.

TIMES	GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00-3:45pm	All Grades	Power Hour	Power Hour	Power Hour	Power Hour	Triple Play Career Speaker
3:45pm - 4:10pm	3,4,5 K,1,2	Supper	Supper	Supper	Supper	Supper
4:10pm - 4:30pm	3,4,5 K,1,2	Supper	Supper	Supper	Supper	Supper
4:30pm - 5:20pm	K-1	Jr. First Lego	Social Recreation	Triple Play/Healthy Habits	Computer Lab/NetSmartz	Computer Lab/NetSmartz
	K-1 Pull out	Literacy/Math Intervention	STEM	The Arts	Literacy/Math Intervention	Girl Scouts
	2-3	Social Recreation	Triple Play/Healthy Habits	Jr. First Lego	CODEinCLASS	Triple Play
	2-3 Pull out	STEM	The Arts	Literacy/Math Intervention	SMART Moves	Girl Scouts
	4-5	Triple Play/Healthy Habits	Jr. First Lego	Social Recreation	Triple Play/Healthy Habits	Social Recreation
	4-5 Pull out	The Arts	Literacy Intervention	STEM	The Arts	STEM Fun Friday/STEAM
5:20pm - 6:20pm	K-1	Computer Lab/NetSmartz	Triple Play/Healthy Habits	CODEinCLASS	Jr. First Lego	Social Recreation
	K-1 Pull out	Literacy/Math Intervention	SMART Moves	Literacy/Math Intervention	The Arts	STEM Fun Friday/STEAM
	2-3	Triple Play/Healthy Habits	CODEinCLASS	Computer Lab/NetSmartz	Triple Play/Healthy Habits	Computer Lab/NetSmartz
	2-3 Pull out	SMART Girls/Passport to Manhood	Literacy Intervention	The Arts	STEM	STEM Fun Friday/STEAM
	4-5	CODEinCLASS	Computer Lab/NetSmartz	Triple Play/Healthy Habits	Social Recreation	Triple Play
	4-5 Pull out	SMART Moves	The Arts	SMART Girls/Passport to Manhood	SMART Girls/Passport to Manhood	Jr. First Lego
6:20pm-6:30pm	All Grades	Group Games	Group Games	Group Games	Group Games	Group Games

Table 4. Muessel 21st CCLC weekly after school schedule for during the academic year.

A 1:20 staff to student ratio will be maintained at all times for both afterschool and summer programs. We recognize that if COVID-19 safety regulations must be implemented, a 2:9 ratio will be maintained. Note that partnership activities that are not specifically listed in the weekly schedule will be integrated into programming throughout the school year where children will be pulled out for participation. Partner programming was previously described in the Project Collaboration section. BGCA has developed evidence-based programs with prescribed curriculum

for local Clubs to incorporate into their Sites. This programming is described in detail later, in the Program Implementation section.

In general, students may choose the activity they want to participate in if there are two available at the same time. We will work with teachers to determine which students are to be pulled out for individualized or small group math and literacy intervention/tutoring.

All of our programming falls under the BGCA evidence-based learning strategy, Project Learn. Through this strategy, we plan to incorporate and implement these specific BGCA evidence-based programs into our schedule, shown in Tables 2 and 4: Power Hour, Triple Play/Healthy Habits, SMART Moves, SMART Girls, Passport to Manhood, NetSmartz, and Ultimate Journey (as part of STEM in the summer). These programs are described in detail in Evidence Based Programming below.

The following is a description of the remaining schedule elements including our community curriculum.

Career Speaker: Career Development falls within one of the core program areas of BGCA. Community leaders will be recruited to talk about their careers, bring examples of their work and answer member questions with our groups about their career. While this is not evidence-based programming, we have successfully offered this to our Harrison Cohort 8 site. We want to offer members the opportunity to learn about and gain interest in a variety of careers through this experience.

Social Recreation: During this time, members will participate in educational board games, competitive game tournaments based on board games, game systems, and team building challenges. The goal of this BGCA curriculum is to help members develop social skills, team building skills, and create positive interactions with their peers through cooperative group-based activities that develop a young person's confidence in themselves and connection to others.

STEM: This is a small group format, but all members will participate each week. This program will be implemented by a STEM Content specialist with vast knowledge in science, technology, engineering and math and will plan a curriculum aligned with Indiana Academic Standards.

Math Intervention: With the supervision of new partner Riverbend Community Math Center, volunteers and tutors will work on math skill assessment with this pull out group and will lead students in engaging activities to address math skill gaps.

STEM Fun Friday: This will be offered twice a month by partner RCMC to expose members to STEM-related activities including mathematical origami, Rubik's Cubes, programming XY-Plotters, and Microbits.

Jr. First LEGO: This evidence-based program by LEGO will introduce STEAM to children ages 4-11 through fun and exciting hands-on learning. The Early Simple Machines Set and free curriculum is designed to capture young children's curiosity and direct it toward discovering how science and technology impact the world around them. Children gain real-world problem-solving experiences through a guided lesson plan that will be taught once a week by the STEAM Content Specialist, assisted by volunteers.

CODEinCLASS: This is a STEM-based video program and curriculum that trains educators to teach members computer skills. With a focus on the fundamentals of computer science, Club

members will build their own computer, learn to code and get hands on experience using creative programming techniques and activities correlated to the Indiana Academic Standards.

Literacy Intervention: This pull out group will be offered to members who need extra help in literacy comprehension, language arts, and reading. Through a partnership with the Robinson Community Learning Center, individual literacy tutoring will be provided using a curriculum that aligns with Indiana state standards. Students are exposed to good literature, and engaging writing opportunities, receiving academic support that challenges them towards excellence. The tutoring program has four areas of focus: guided reading, read aloud, writing, and vocabulary.

STEAM: The Content Specialist will create a curriculum for a pull out group that includes origami, pottery or special art activity that has a STEM aspect tied to it.

The Arts: The Content Specialist will plan high-yield activities based on BGCA approved curriculum relating to many aspects of art such as, drawing, painting, photography, pottery, mixed media, theatrical, and many more. These programs will increase fine motor skills, language development, decision-making, cultural awareness, visual learning and help build self-esteem.

Girl Scouts: Girls that are interested in participating in the Girl Scouts will be pulled out for biweekly meetings. Girls will participate in the cookie program, where they can earn money for troop activities (including camp) and learn the “five Essential Skills” of entrepreneurship – Goal Setting, Decision Making, Money Management, People Skills, and Business Ethics.

Group Games: The BGCA Youth Development Toolbox App is an activity resource that BGCSJC staff will use to encourage critical thinking and collaboration to complete each game or challenge.

## 6. Alignment to Standards

All of BGCSJC proposed programming is aligned with both Indiana Afterschool Standards and Indiana Academic Standards in the following ways.

### STEM Programming

Exposure to STEM careers is a priority in our Club and we have designed our programming to align with Indiana Afterschool Standards. The STEM programs offered at BGCSJC are created to reach each grade level, adjusting the activities to meet each grade’s standards. Throughout the year we will conduct in person informational sessions with our members at each grade level to gauge their interest as it relates to STEM and plan our curriculum around their ideas and interest. We will maintain an open dialog with partners within the school (administration and teachers) to align our activities and experiments with what the students are learning during the school day.

Our STEM curriculum encourages our youth to use their critical thinking skills, explore areas they are interested in through hand on experiments, and to discover new avenues of the unknown and encourage interest. Our STEM activities will be different than that of the school day activities in the sense that our groups are smaller, their working space is open to allow the student to work in the space that they are comfortable (at a table, on the floor, in a group, independently, and standing or sitting). All materials will be easily accessible, age/grade appropriate and available in abundance for all members. All experiments and activities will be planned in the safest way, training on all equipment and unfamiliar materials is required before the members use any of them. Materials and equipment will be checked before every use to ensure they are in proper working order. After each use the materials and equipment are cleaned and sanitized and put away in a secure storage location. We will plan field trips when possible to broaden the view for our members in STEM-

related fields and we will use these trips to show our members that there is no limit to what they can learn and explore.

We will continue to seek out partnerships that will expand and excite our members creativity in STEM, giving them an opportunity to see firsthand how STEM is used in real life situations and what careers use STEM.

We will offer information to families about STEM events in the area and encourage participation. If cost is a barrier, we will assist those who are interested. We will work with our students to plan family night events for them to showcase their experiments and learning to their families. These events have hands on activities for the families to work on together throughout the event. We also provide families with resources and materials to do together at home. We do this to extend the learning and to allow the child to teach their family about what they have learned in the STEM program. We display our member's experiments and results of our experiments along with information about upcoming activities for our members to show off to their families about what they have accomplished and learned.

All staff will attend training related to incorporating STEM into all activities across the program. Our STEM Content Specialist will attend more in-depth training around STEM focused activities and experiments. The Content Specialist will plan and implement curriculum related to STEM.

STEM is embedded into our program goals along with research and training to determine best practices. Finally, our programming is well aligned with IDOE's STEM Education 6-year Strategic Plan to increase exposure and learning in STEM disciplines to all aged students.

### Youth Support

Our youth members have a voice ALWAYS. Their input is encouraged and utilized to improve on the programs and activities offered to ensure they enjoy what is offered. The staff will listen to our members in all aspects, whether it be a suggestion, a concern, a general statement, and or a conflict. Our staff will use supportive language when listening and speaking with our youth, they will give eye contact, and will not interrupt when the youth is speaking. Our staff will encourage our youth in all situations focusing on positivity rather than negativity. If a youth is struggling in an area or during an activity, staff will use encouraging language and will adjust the activity to meet their needs. Staff will welcome members daily with a smile, friendly tone, and a positive greeting. They will also show personal interest in the member's life and have positive conversations around them. Positive interactions between youth will be encouraged and staff will model the behavior and skills to encourage the positivity. Open-ended questions will be used to help guide our youth toward the right answer using their own thought process without providing the answers. Methods of instruction will be adjusted based on what each individual's needs are and will offer guidance, questions, and suggestions for the youth to solve their own problems or answer the questions they seek answers to. Adequate time and space will be allowed for an individual thought process to allow the child independent thinking and problem solving. Programs and activities will be developed that encourage youth to cooperate, share, join, and care for materials and with their peers. Discussions will allow students to help develop cooperative rules and procedures for each area of programming aligned with school day rules and procedures. These will be displayed in each area and reviewed as often as needed. Rules and procedures will be adjusted as need based on the activity or space.

### Conflict Resolution

Should a conflict arise, members will be guided in a step-by-step process to resolve the conflict. Staff will refrain from making threats and address the inappropriate behavior in private. Consequences are consistent with the behavior and discussed and documented with the youth and their parent or guardian if necessary. When possible, steps will be used for members to resolve their conflicts and throughout the program skills are taught to encourage positive conflict resolution. The staff will remain calm when addressing a youth's inappropriate behavior. To avoid conflicts, the staff will be trained to be vigilant by positioning themselves in the area to be aware of what is going on around them.

### Family Communication and Safety

Families will be greeted daily and informed about the program and their kids. We will also request input from the families through conversations, advisory committees, information nights, and surveys. Families will be invited to participate in family night events and activities when available.

Since our program is based in a school, we work closely with the appropriate parties to ensure the program spaces and equipment used are safe and free from hazards. Our staff and members will participate in safety drills (storm, fire, and lock-down) that meet the standards of the school. By aligning our drills to the school's procedures, we will reinforce safety measures that are learned during the school day. Our members, families, and staff will be trained on our policies and procedures and will be expected to follow these guidelines always. All parties must review and sign such policies and procedures. Each party will be given a copy.

An emergency contact list will be kept for each member and a system will be in place for pick up. Only the people listed by the family for pick up will be authorized to take the children from the program after providing proper identification and verification. Once approved they must sign the child(ren) out on our attendance log. Written policies and procedures will be reviewed and updated regularly if needed, to ensure our program maintains the highest standards in safety.

We will work with key stakeholders to review the program to analyze data to set and meet goals and outcomes. We will then use this data to make any needed improvements to the program. All activities and programs are age appropriate to support student growth in alignment with the Academic Standards. We will also work closely with the school to ensure these standards and aligned with the school day standards and expectations.

### 7. Staff Recruitment and Retention

BGCSJC's recruitment efforts will target individuals that culturally, linguistically, and racially represent youth in the program in three ways: 1) We will conduct community focused recruiting at South Bend public high schools and local colleges by posting on job boards and attend job fairs held by SBCSC, Saint Mary's College, University of Notre Dame, Ivy Tech Community College South Bend/Elkhart Campus and Indiana University - South Bend; 2) In an effort to engage bilingual staff and encourage cultural diversity to meet Muessel's Hispanic student population, applications, job descriptions, employee notices and surveys will be provided in Spanish; and 3) BGCSJC will implement an About Me Project. Each staff member will write their own biography to share hobbies, relevant experience, and fun facts about themselves to share with members to illuminate diversity and to better know our people.

We will implement the following strategies for equitable hiring practices for 21st CCLC staff:

- *Seek to understand* - Create organizational conversations about biases and steps we can take to minimize them.
- *Rework job descriptions* - Provide an accurate first impression for our workplace culture, removing subtle word choices that may impact the applicant pool.
- *Intentional resume review* - Focus will be on candidate's specific qualifications and talents, not surface demographics.
- *Pre-employment screenings/skill testing* - A skill test that mimics the kinds of tasks the candidate will be doing on the job forces employers to critique the quality of a candidate's work versus unconsciously judging them based on appearance, gender, age, and even personality.
- *Standardized interviews* - Provide structured interviews, with a set of defined questions and processes, minimizing bias by allowing us to focus on factors that have a direct impact on performance.

Maintaining our staff is extremely important in order for us to meet our program goals. Retention allows students and staff to create meaningful relationships which translates to higher rates of student success in raising educational competencies. Therefore, we will implement the following retention strategies that incorporate professional development, livable wages and other benefits to ensure that we retain staff that feels properly compensated, appreciated, challenged and excited by their work.

*Professional Development* - We will provide staff with access to the BGCA web portal. This valuable resource gives employees access to training opportunities, conferences, and many virtual learning opportunities. Additionally, as appropriate, we will bring outside speakers and trainers to teach best practices for working with students and we will encourage and train employees to obtain required or necessary certifications. The proposed professional development plan will also provide opportunities for 21st CCLC staff to strengthen their skill set and provide them with the confidence they need to focus on STEM/STEAM, our Priority Area. Community partners will also provide ACEs training, Yoga & Mindfulness for Self-care and Stress Management and math tutoring and enrichment training.

*Relevant, livable wages* - We provide competitive salaries/wages to attract the best talent. Whenever possible, we promote from within. To calculate appropriate compensation, we use proportionality and performance reviews. Proportionality is calculated by how an individual's pay stacks up against three benchmarks: colleagues within the same organization, similar roles in the same sector and similar roles in comparable sectors. Web resources such as salary.com, indeed.com, BGCA, National Council of Nonprofits and the National Compensation survey are used to determine what comparable organizations are paying. Compensation should be in line with performance, which we will track through regular employee reviews. In addition to salary or pay rate (Table 5), BGCSJC offers other forms of compensation including a flexible work schedule and work location; health, life, dental, and vision insurance benefits; a retirement savings plan; paid vacation, paid time off and sick leave; free BGCSJC membership for staff children; and attendance bonuses.

POSITION	BGCSJC AVERAGE PAY RATE
Site Director	\$40,500 annual salary
Team Lead	\$13.00/hour
Youth Development Professional	\$9.00/hour
Content Specialist	\$12.60/hour

Table 5. BGCSJC salary or pay rate.

## **EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

Since Muessel's 21st CCLC Innovation programming began late this summer and will not end until after the due date of this proposal, evaluation data is not available to demonstrate success and the professional development plan has not yet been implemented. However, BGCSJC has had a 21st CCLC Site at SBCSC's Harrison Elementary School since 2006 through Cohort 4, 6, 8 and a renewal through Cohort 10. In addition, BGCSJC was funded in both Cohorts 5 and 7 21st CCLC funding at Wilson Primary Center in SBCSC and at Battell Elementary and LaSalle Elementary in partnership with School City of Mishawaka. All of these programs were successful in targeting their youth in academic, social, behavioral and other enrichment. This deep experience with 21st CCLCs has allowed us to create programming that benefits the youth we serve in all realms - from ensuring interactions with well trained staff to participation in activities where they develop meaningful relationships, build critical skills, and ultimately reach their full potential as productive, caring individuals.

Harrison's 21st CCLC programs were evaluated by the same local evaluator that will be evaluating Muessel's Cohort 10 program, Praxis Strategies and Solutions. Over the years, these evaluations on Harrison's BGC 21st CCLC site allowed BGCSJC to regularly identify weaknesses in annual programming and continually make improvements to meet performance measures. The following narrative discusses how the improvements made at Harrison provide evidence of previous success and form the basis of developing a strong program for Muessel.

Harrison's Cohort 6 site exceeded their annual program attendance goal of 110 students for all four years. In Cohort 8, they increased the annual attendance goal to 150 and over the three years of this program, reached a high of 134 students. The annual attendance goal was not met in Cohort 8 due to issues with space and staff to student ratios. The goal for Muessel in this proposal is to reach 136 students or over 35% of the students. We believe that we will achieve this attendance goal through our proposed recruitment plan to use Harrison families as testimony (discussed above) and because there will be safe, proven effective, and fun after-school programming that will be offered for the first time to Muessel students and families. We have facilitated interest from two non-public schools within a five-mile radius that have students that will participate in our Muessel programming. Finally, we will work closely with the school to ensure enough space is provided to meet the enrollment cap and we will hire staff to maintain a 1:20 staff to student ratio (2:9 for COVID).

Over eleven years, a large percentage of Harrison's participants displayed academic growth, in terms of grades, for both E/LA and math; and the site's grade-related performance measures were achieved. However, the 2018-2019 NWEA assessment data revealed less academic improvement from the fall to the spring semester; only seven participants at the lowest math proficiency level in the fall improved in the spring. Of the 49 regularly attending participants (RAPs) at the low-average proficiency level for math in the fall, 18 (37%) of them dropped to the lowest proficiency level in the spring. Similarly, seven participants at the lowest E/LA proficiency level in the fall improved in the spring. Of the 41 RAPs at the low-average proficiency level for E/LA in the fall, only eight (19.5%) of them dropped to the lowest proficiency level in the spring. The evaluator recommended finding ways to better assist the participants at the low to average proficiency level for math at the beginning of the school year, as that group experienced the greatest drop in performance in the spring. In Fall 2019, one-on-one math tutoring was started with Harrison participants that were identified as remedial. However, due to COVID-19, the 2019-2020

evaluation was not able to be conducted and we cannot comment on the outcomes of these implemented changes. To ensure that Muessel students see academic improvement from fall to spring semesters in math, the Muessel Cohort 10 programming will add a new partner, RCMC, to assist with math intervention as part of its expansion to the Innovation programming. Literacy intervention was already incorporated into the Innovation schedule, but with an increase in students, we will add literacy partner, RLCL, to further ensure the E/LA improvement of more students.

Social and behavioral performance was measured through teacher perceptions of participant classroom behavior including: class participation, attentiveness, good behavior, motivation to learn, getting along well with other students, turning in homework on time, completing satisfactory homework, volunteering, regular attendance and academic performance. Year after year, surveys showed that participants improved in-class behavior or have no need to improve from fall to spring. Every year, students that needed to improve classroom behaviors were reported by teachers to have met those goals. As part of the Muessel Cohort 10 programming, we will use the same social and behavioral BGCA curriculum that was used at Harrison. Community partner RCLC will provide Take Ten curriculum that will teach children nonviolence solutions to conflict.

Family engagement has always been a measure for success in 21st CCLCs and Harrison consistently had very positive outcomes, as the majority of parents surveyed reported being involved in their child's education. We will offer our successful Family Nights and other family engagement activities as part of Cohort 10, as described above in Family Involvement.

During Cohort 6, it was suggested that the program increase its staff. Cohort 8 allowed for that to happen, allowing for program activities to run more smoothly with many different activities taking place in different areas throughout the school. Through this Muessel proposal, we have budgeted to maintain a 1:20 teacher to student ratio and have incorporated pull out groups from our programming for one-on-one interactions in STEM/STEAM, the Arts, math and literacy intervention, and health and wellness.

Based on 2018-2019 observations from site visits, the program was reported to have made several improvements from the previous couple of years. From the report, "They increased the size of their staff, which allows them to accommodate the needs of the large number of participants they serve. Program activities appeared to run smoothly with many different activities taking place in different areas throughout the school. Having a large facility in which to operate, along with the quantity of staff members, allows the site to provide more specific and need-driven programming rather than trying to generalize material to fit a broad group. Participants struggling in a specific academic area can receive tutoring in a setting where the ratio of staff to students is optimal, as was observed during the site visit, where multiple participants were receiving one-on-one E/LA tutoring in the library."

In prior years at Harrison, obtaining required data to conduct evaluation on performance measures was a shortcoming of the site. However, in 2018-2019, the Harrison site had new performance measures to meet and they met the goal of obtaining all data in a timely manner. This was achieved by providing staff with program goals and performance measures so that proper recordkeeping was being conducted regularly. Muessel BGC staff will be introduced to program goals and performance measures at the start of the academic year to ensure success in both collecting data in a timely manner and meeting performance measures.

## **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

### 1. *Evidence Based Programming*

BGCA's evidence-based Project Learn is the model that BGCSJC will be incorporated and implemented into the collaborative curriculum for Muessel.

This holistic, comprehensive strategy is based on the research of Dr. Reginald Clark. His research shows that when students participate in fun, hands-on educational activities in non-school hours, it reinforces what they learn during school, thereby improving their academics. The five components of the strategy are: homework help and tutoring, high-yield learning activities (HYLAs), parental involvement, school collaboration and incentives.

*Homework help and tutoring* enables members to develop the daily habit of completing homework in a safe, quiet, allocated space with staff and volunteer encouragement for five to six hours weekly. *HYLAs* help members apply what they learn in the classroom and encourage them to make productive choices about how leisure time is spent at the Club and at home. *Parental involvement* empowers significant adults to support members' academic development by informing them of the child's progress and providing programs and information so they can assist their child at home. *School collaboration* allows the Club staff and teachers to develop individualized plans for members to build competencies in challenging subjects. *Incentives* reward Club members for positive academic participation and encourage parental involvement in Project Learn. Each of these components are integrated in our program at Muessel, illustrated in the weekly schedule, Table 3.

Project Learn was rigorously evaluated in the late '90s and the study found positive outcomes; the study was published in a peer-reviewed journal; and the program is listed on the National Institute of Justice's programs and practices registry with a promising rating. Extensively field-tested and formally evaluated by Columbia University with funding from Carnegie Corporation of New York, Project Learn has been proven to boost the academic performance of Club members. In 2000, this 30-month study showed that Project Learn students had greater academic outcomes than those who did not participate in the program: 11% increase in overall GPA, 13% increase in math GPA, 22% increase in spelling GPA, 5% increase in reading GPA, 66% decrease in the number of absence days, and 87% fewer missed school days when compared to non-Club youth.<sup>i</sup>

Our programming will include BGCA's homework help and tutoring program Power Hour. Power Hour helps drive positive outcomes for youth in the area of academic success by extending learning beyond the school day. It offers a structured time and place for Club staff and volunteers to help members complete their homework so they can start the next day prepared with a sense of confidence and competence. As members complete homework assignments and participate in HYLAs, they earn Power Points that they can redeem for incentive prizes and special privileges. In addition, Power Hour offers small-group or one-on-one tutoring assistance for members identified as needing additional help with specific subjects or skills. Power Hour's underlying philosophy is that the benefits of homework are not only academic, but also behavioral and social. Beyond the academic benefit, consistent homework completion helps young people develop valuable organizational and interpersonal skills – including time management, prioritizing, task completion and working cooperatively with others. These skills are necessary for achievement in school and are a foundation for a successful life. The findings of both Schinke and associates' (2000) evaluation of Project Learn and Zaff and Redd's (2001) review of relevant literature

confirm the program outcome model on which Power Hour is based, suggests that this program is on the right track to promoting student outcomes.<sup>ii</sup>

Triple Play: A Game Plan for the Mind, Body and Soul, is BGCA's comprehensive health and wellness program and strives to improve the overall health of members. In 2008, Youth Development Strategies, Inc., a nonprofit research group, completed an 18-month study that evaluated the effectiveness of Triple Play in improving health outcomes among 2,242 youth attending 30 Boys & Girls Clubs throughout the United States. Clubs that agreed to participate were randomized to either implement Triple Play or to serve as a control group. Twenty treatment Clubs (1,476 youth) and 10 control Clubs (766 youth) participated. Youth were surveyed and asked to complete activity diaries to assess nutritional knowledge, physical activity and developmental outcomes and experiences. Assessments were completed at baseline in March 2006, at midpoint of the study in December 2006 and at post-study in December 2007. The results showed that the Triple Play program does have a positive impact on participants. Specifically, Triple Play was shown to 1) improve youth's nutrition knowledge, particularly in the area of portion control; 2) benefit youth who already eat healthy, as well as those with unhealthy eating habits; and 3) increase the amount of time youth spend engaged in physical activities and exercise.<sup>iii</sup> The Promising Practices Network (PPN) offers research-based information to validate the effectiveness of programs that serve children and families, and is often referred to as a "model program" or "best practices" site. In 2011, the PPN website run by RAND Corporation, a national think tank, named Triple Play a *Program that Works*.<sup>iv</sup>

We will incorporate Healthy Habits, part of the Triple Play suite of curricula that focuses on making choices that support a healthy eating pattern and physical wellness, into our programming. This targeted program is made up of interactive practical activities that develop a young person's ability, confidence and motivation to eat healthy for life. The program consists of 14 progressive, interactive, practical activities that develop a young person's skill, confidence and motivation to make healthy nutrition choices throughout life.

For than 25 years, BGCA's SMART (Skills Mastery and Resilience Training) Moves prevention program has received nationwide acclaim and has become a mainstay in the prevention efforts of communities across the country. The program was developed by prevention specialists to expose participants to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity. In a 1991 evaluation on public housing sites with Boys & Girls Clubs that implemented the SMART Moves program, there were 13 percent fewer juvenile crimes, 22 percent less drug activity, and 25 percent less crack cocaine presence than similar sites without a Boys & Girls Club.<sup>viiiviii</sup> This prevention program has been scientifically evaluated with documented results showing positive outcomes by exposing young people to protective factors that promote positive behaviors, health, well-being and personal success. With these protective factors, young people have the tools to overcome the many challenges they face today, along with the knowledge and skills they need to grow into confident, healthy young adults. SMART Moves is incorporated into our programming at Muessel.

SMART Girls is a BGCA small group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls in three age groups (ages 8-10, 11-13, 14-18). Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, Club girls explore their own and societal attitudes and

values as they build skills for eating right, staying physically fit, getting good health care and developing positive relationships with peers and adults. The program is grounded in research on Positive Youth Development, girls' developmental stages, the benefits of differentiated instruction and the advantages of gamification.

We will implement Passport to Manhood as a Positive Youth Development program at Muessel and complements SMART Girls programming. This BGCA small group promotes and teaches responsibility in Club boys ages 8-17. Passport to Manhood consists of 14 sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. The curriculum represents a targeted effort to engage young men in discussions and activities that reinforce positive behavior. This program was developed based on research in the stereotypes of being a boy, boys' education and the widening gap in literacy compared to girls, how boys thrive in adolescence, transitional times in boys' lives, their healthy developmental needs, the benefits of mentoring, increasing self-esteem, and the impact of trauma.

Computer Lab/NetSmartz: This time will allow children to gain enrichment through approved websites that teach STEM-based coding programs, Coolmath.com, and educational games. We will teach members computer skills and internet safety with the BGCA NetSmartz website. NetSmartz software was created through a collaboration between the BGCA and the National Center for Missing & Exploited Children to educate members and staff on how to recognize potential dangerous online situations and what to do when they happen. Published evaluations on the NetSmartz program, have demonstrated positive impact outcomes, including significant increases in knowledge and awareness in Internet safety and participants indicating that the program changed their online behavior.<sup>ix</sup> We will engage children and adults in a two-way conversation about on- and offline risks. It will empower children to help prevent themselves from being exploited, or to report victimization to a trusted adult. This is also used to support and enhance community Internet safety education efforts.

For our summer STEM programming, we will implement BGCA's Ultimate Journey. This environmental education program, developed in collaboration with National Park Service incorporates STEM activities with the goals to: 1) provide opportunities for youth to participate in healthy outdoor activities; 2) help youth become stewards of the environment; and 3) connect youth with community resources, such as parks, to enjoy the outdoors. Through fun, hands-on activities, the programming promotes an interest in science, technology, engineering and math among traditionally underserved groups, including girls and young people of color. Ultimate Journey expected performance outcomes are designed to be aligned with Next Generation Science Standards in the area of Life Science and Earth & Human Activity. The program also supports Common Core standards in E/LA through activities that include reading, answering questions, group discussions and presentations to a group using technology.

2. In Table 6 on the next page, we list the objectives, activities, performance measures and assessment strategies for each Muessel 21st CCLC Program Goal.

Table 6. Muessel BGC 21st CCLC Program Goals.

PROGRAM GOALS	PROGRAM OBJECTIVES	PROGRAM ACTIVITIES	PERFORMANCE MEASURES	ASSESSMENT STRATEGIES
1) Improve academic achievement	1) Increase reading comprehension, language, and literacy achievement among regular participants	1) Reading enrichment curriculum, Literacy Content Specialist: small literacy groups and intervention; Power Hour	1.1) 65% of 1st-5th grade students will earn a 'B' or better' or increase their E/LA grade from fall to spring 1.2) 65% of Kindergarten students will earn a 3 or better or increase their grade from fall to spring, in 75% of the 24 E/LA skills indicators	1.1) Report card grades 1.2) Report card grades
	2) Increase mathematics achievement among regular participants	2) Math intervention, STEM enrichment activities, Power Hour	2.1) 70% of 1st-5th grade students will earn a 'B' or better' or increase their Math grade from fall to spring 2.2) 65% of Kindergarten students will earn a 3 or better or increase their grade from fall to spring, in 75% of the 24 Math skills indicators	2.1) Report card grades 2.2) Report card grades
	3) Improve overall academic performance among regular participants	3) Power Hour	3) 60% of RAPs will improve or not need to improve their academic performance on the annual teacher survey	3) Teacher Survey
	4) Improve homework completion rates among regular participants	4) Power Hour	4) 60% of RAPs will improve or not need to improve completing homework to their teachers' satisfaction on the annual teacher survey	4) Teacher Survey

Table 6. Muessel BGC 21st CCLC Program Goals.

PROGRAM GOALS	PROGRAM OBJECTIVES	PROGRAM ACTIVITIES	PERFORMANCE MEASURES	ASSESSMENT STRATEGIES
<p>2) Improve social and behavioral outcomes</p>	<p>1) Improve participants' capacity to make healthy and responsible life choices</p>	<p>1) Health &amp; Wellness: SMART Moves, SMART Girls, Passport to Manhood; Triple Play/Healthy Habits; Beacon Community Impact; Purdue Extension; Computer Lab/NetSmartz; Educational enrichment games</p>	<p>1.1) 70% of RAPs participating in SMART Girls activities will score a 75% or better on the smart Girls post-test or improve from the pre-test</p> <p>1.2) 70% of RAPs participating in Passport to Manhood activities will score a 75% or better on the Passport to Manhood post-test or improve from the pre-test</p>	<p>1.1) SMART Girls pre/post-test</p> <p>1.2) Passport to Manhood pre/post-test</p>
	<p>2) Improve in-school behavior among regular participants</p>	<p>2) Social Recreation; Girls on the Run; The Arts</p>	<p>2) 60% of RAPs will have improved in-class behavior or no need to improve from fall to spring as evidenced by the annual teacher survey</p>	<p>2) Teacher Survey</p>
	<p>3) Increase interest in science and STEM-related fields</p>	<p>3) STEM Enrichment Activities; Jr. Lego League</p>	<p>3) 50% of regular participants will score at least a 19 (of 32) on a survey of STEM interest and identity administered in the spring, or increase their score from fall to spring</p>	<p>3) STEM interest and identity survey</p>
<p>3) Increase parent involvement</p>	<p>1) Increase parent involvement in student's education at home</p>	<p>1) Family Engagement: Family Nights, Parent Surveys, Raffles</p>	<p>1) 60% of parents/ guardians of RAPs will be involved in their child's education during the school year as evidenced by positive responses to 2 or more measures in the parent survey</p>	<p>1) Parent Survey</p>
	<p>2) Increase parent involvement with student's school</p>	<p>2) Family Engagement: Family Nights, Parent Surveys, Raffles</p>	<p>2) 60% of parents/ guardians of RAPs will attend a parent teacher meeting during the school year</p>	<p>2) Parent Survey</p>

## **PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

### 1. Communication Plan

a. School Leadership. BGCSJC staff will be in constant contact with Muessel's principal and staff. The program will reside in the building and will provide for open and frequent communication between both the Club and the school personnel ensuring the needs of students and families are met. BGCSJC will meet formally each quarter with school personnel to review data to determine whether programming is working or needs to be adjusted to generate greater academic and behavioral success for each Club member. Club staff will continue to meet together on a regular basis to discuss program implementation and member needs to ensure quality programming and positive outcomes.

BGCSJC and SBCSC administration have met to coordinate and ensure collaboration in accessing student data. This will include member grades, attendance, behavior reports, local assessments and state assessments. The SBCSC Superintendent has signed a Memorandum of Understanding, which outlines this partnership.

b. School Day Staff. The sharing of information and ensuring proper communication with all individuals who play a significant role in the lives of our members is critical to BGCSJC's driving impact. The Club shares information regarding student progress with school day staff during faculty meetings and individually with teachers whose students participate in the Club. Communication with families of participants occurs daily with both formal meetings and informal updates for parents when they enter the Club to pick-up their child.

We hope to build strong and mutually respectful relationships among BGCSJC staff and school day staff. The cohabitation of both organizations in one space will make it easy for BGCSJC staff to interact regularly with school day teachers and faculty. This will provide BGCSJC staff and teachers to meet often and discuss the progress and needs of individual students. Through these relationships, we hope to hire certified teachers from Muessel during the school day, to work for BGCSJC during after-school hours, facilitating the alignment between school day and afterschool.

c. Community Stakeholders. BGCSJC will engage an Advisory Council to help guide and support this new partnership. At this time, the Advisory Council proposed as part of the Innovation grant period has not yet convened due to COVID-19 and BGCSJC's focus on reopening during this time. However, we do plan for the council to convene on a quarterly basis at Muessel Elementary School to engage our community stakeholders in ensuring alignment with school efforts. Our Advisory Council consists of a retired assistant chief of the South Bend Police Department, Director of Professional Development from SBCSC, a retired SBCSC assistant principal, Chief Academic Officer from SBCSC, a SBCSC community outreach specialist, a representative from the Near Northwest Neighborhood Alliance, a Muessel parent and a Muessel student. As part of our Evaluation Plan, discussed below, Praxis will administer BGCA's National Youth Outcomes Initiative (NYOI) annual youth satisfaction survey and the results of the survey will be discussed at one advisory council meeting discussion every year.

We have established positive working relationships with each of our community partners. We will communicate with each partner before and after each program session regarding their offerings and implement changes, as necessary, based on student feedback and interest level and staff input. This will allow us to constantly improve our programming collaboratively to ensure that everyone is having a positive experience.

d. Families of Program Participants. Communication with families and parents of program participants will be done formally through monthly group gatherings and also through individual meetings when needed to assure consistency with in-school activities and needs. Staff and family members have opportunities to communicate daily at student pick-up. Communication between students, Club staff, parents and school personnel will be consistent to reinforce in-school and after-school efforts and ensure that they are working to improve academic performance and behavior, if applicable.

## 2. 21st CCLC Terminology

Immediately upon approval of 21st CCLC grant funds, a press release will be written to ensure that the community becomes familiar with the Muessel BGC 21st CCLC Site and 21st CCLC terminology. All materials affiliated with the site including Internet and paper will include the 21st CCLC logo and will include a description of what having a 21st CCLC means to a community.

## **PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

### 1. Professional Development Plan

Using the provided template, Table 7 (next page) shows the Professional Development (PD) Plan for our first year of programming.

### 2. Assessment

We will use the IN-QPSA assessment results, BGCA NYOI results, evaluation summary reports, monitoring visits, staff feedback (see below), and community partner feedback to assess that the needs of the staff have been met with each year's PD Plan. Additionally, each PD training program provides its own assessments to measure success.

### 3. Staff Plans

Each staff member will meet one-on-one regularly with the Site Director to develop and consistently improve on a personalized employee plan. This method of communication has been successfully implemented at other BGC sites, including the 21st CCLC Harrison site and will be implemented at Muessel. Together, the staff member and director will discuss current workload, personal work goals, the results of program evaluations (see above) and how they need or want to improve. Through these personal meetings, the Site Director will assess the results and will add the appropriate professional development opportunities to meet everyone's needs. The Site Director will first use BGCA's web portal as a free and varied resource for quality training opportunities. If other deficiencies in capabilities are determined during meetings that require specialty training outside of the BCGA resource, the Site Director will find appropriate training opportunities, within budgetary constraints, to add to the PD Plan in the following year.

### 4. Enhancing Quality

An important aspect of the success of BGC programming is the availability of a constantly updated variety of professional development activities to meet the needs of the staff, members and their families. Within the national and regional BGCA conferences, our staff will have the



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan



<b>Program Name</b>	Boys and Girls Clubs of St. Joseph County – Muessel Unit		
<b>Program Director</b>	Tonja Winfield – Unit Director	Jacqueline Kronk – CEO	Duane Wilson – COO
<b>Dates of Implementation</b>	June 1, 2021 - June 30, 2022		

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation <small>(Staff Titles &amp; Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
The Stem Connection Service	The STEM Connection	Learn STEM curriculum for implementation into daily programming.	Improve quality programming in STEM.	STEM Content Specialist – 1 Art Content Specialist – 1	6 hours	\$1,000	21 <sup>st</sup> CCLC	Fall 2021	Develop-mental Practice
CPR Training	Gibson	Learn correct procedures for First aid and CPR.	Improve the quality of safety for members.	All Staff	2 hours	\$0	In-Kind	Fall 2021 Summer 2022	
CODEinCLASS (CiC)	CiC	Learn the CiC curriculum to support students in learning computer science (CS) skills.	Increase teacher confidence to teach CS and increase student exposure to CS.	STEM Content Specialist – 1 YDP - 1	4 hours	Included in contract	21 <sup>st</sup> CCLC	Embedded in curriculum	
Mindful U Training	Mindful U, LLC	Learn how to integrate trauma-informed yoga and mindfulness	Increase student regulation, focus and emotional resilience	All Staff	1 hour	Included in contract	21 <sup>st</sup> CCLC	Embedded in curriculum	



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

		practices into the classroom.	and improve peer relationships.						
ACE Interface	Beacon Community Impact	Equip staff with the tools they need to handle children that have experienced Adverse Childhood Experiences.	Improves children's resiliency enabling children to thrive despite adversity.	All Staff	3 hours	Included in contract	21 <sup>st</sup> CCLC	Embedded in curriculum	
BGCA Regional Training	BGCA National	Develop best practices to improve quality programs offered to members.	To improve the quality of programs offered, safety procedures, and PBL curriculum.	All Staff	4 hours	\$0	In-Kind	Aug 2021	
BGCSJC Staff Training	BGCSJC	Train staff on BGCA standards and operational procedures. Educate staff on employee policy handbook and BGCSJC expectations.	Improve the quality of operational procedures related to BGCA and 21 <sup>st</sup> CCLC. Understand employee policies and expectations.	All Staff	3 hours	\$0	In-Kind	Aug 2021 Jan 2022 Jun 2022	
Math Tutoring and Enrichment	Riverbend Community Math Center	Train staff on: use of diagnostic tools to identify math skill gaps, math activities to address gaps, and pedagogy.	Improve teacher quality and student math skills.	All Staff	10 hours	Included in contract	21 <sup>st</sup> CCLC	Embedded in curriculum	



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

Indiana Summit on Out-of-School Learning	Indiana After-School Network	Learn new ideas, access valuable resources, and transform learning.	Improve quality programming; connect with community partners and network with other afterschool programs.	Unit Director – 1 Team Lead – 1	15 hours	\$1,000	21 <sup>st</sup> CCLC	Apr 2022	
BGC National Conference	BGCA National	Attend training sessions on BGCA PBL curriculum and operational standards.	Improve staff teaching using BGCA PBL curriculum. Improve operational practices.	Unit Director – 1 Director of Ops – 1 Team Lead – 2 YDP – 1	15 hours	\$14,133.50	In-Kind	May 2022	
Kids Count Conference	Indiana Youth Institute	Learn new ideas, access valuable resources, and transform learning.	Improve quality programming; connect with community partners and network with other afterschool programs.	Unit Director – 1 Team Lead - 1	15 hours	\$1,000	21 <sup>st</sup> CCLC	Dec 2022	
CliftonStrength Finders Assessment & Training	The Heirman Group	Help faculty, staff and others learn how to use their CliftonStrengths with students and in their roles.	Commit to measuring and managing improved engagement and wellbeing at the Club.	Unit Director – 1 Director of Ops – 1 Team Lead – 3 YDP - 5	10 hours	\$3,000	21 <sup>st</sup> CCLC	Fall 2021	

**Professional Development Plan Cost:**

Total Estimated Cost	\$7,413.50	% of Total Budget	2
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opportunity to explore many different topics related to BGCA's project-based learning (PBL) curriculum, best practices, and operational standards. STEM or STEAM related sessions will be available for those staff that work in those programs at Muessel. These training opportunities will allow staff to stay up to date on teaching methods, incorporating STEM or STEAM into daily lessons, as well as refreshing and increasing their repertoire of activities to provide an improved learning experience for students. For example, The STEM Connection offers a workshop that will train all staff and volunteers on how to implement STEM into daily programming.

All staff will be trained to apply BGCA Power Hour and Project Learn curriculum. Content Specialists will be required to take Professional Development training within the subject area that they specialize in to become familiar with BGCA topic-related curriculum. Staff that will be teaching BGCA programs including Triple Play, Healthy Habits, Bicycle Education Program, NetSmartz, Social Recreation, SMART Moves, SMART Girls, and Passport to Manhood will be appropriately trained to ensure that each staff member is very familiar with BGCA PBL and that the curriculum is being implemented to reach program-specific goals and objectives.

We have included two external workshops into the PD plan: Indiana Summit on Out-of-School Learning given by the Indiana Afterschool Network and IYI Kids Count Conference given by Indiana Youth Institute. Both conferences are intended to improve programming quality and offers the Site Director and Team Lead the opportunity to network with other afterschool programs. In these programs, they will learn new ideas and gain access to valuable resources to transform student learning.

For each community program activity, Muessel BGC staff and volunteers will be required to assist. Specific training offered by our community partners in the related topic areas will further enhance program quality and allow the staff to be better in assisting partners and ensuring that learning expectations are met. Math tutoring and enrichment, Code in School, Mindful U, and ACEs training will be provided by appropriate partners and integrated into the professional development activities.

CPR Training is incorporated into our PD Plan. While BGCSJC requires all staff to be CPR-certified, this will ensure that certification does occur. This will also ensure that staff and volunteers that do not yet have CPR certification will receive it.

We will also share the results of all evaluations with staff to communicate and discuss together the aspects of the programming that needs to be strengthened. Understanding program weaknesses will allow all staff to understand what is needed to make improvements through PD.

## **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

### **1. Evaluation Plan**

A multi-method, multi-source evaluation protocol will be used for program evaluation. The evaluation methodology includes both quantitative and qualitative data collection measures to inform both summative and formative evaluation. This approach allows for a richer picture of the program to emerge and encourages the "story" of impact to be told. Formative data that will be collected includes:

- At least 2 site visits by Praxis consultants per year in fall and spring, with up to 2 additional visits as needed to observe process changes based on previous evaluation findings.

- Beginning-of-year meeting between Praxis and key program staff to discuss evaluation results from the previous year, as well as program adaptations arising from the evaluation, and to establish goals and priorities for the upcoming year.
- End-of-year interview between Praxis and key program staff to discuss successes and lessons learned.
- Feedback from staff regarding operational effectiveness and efficiency collected in daily check-ins at the beginning and end of each shift, and in weekly staff meetings. Additionally, the program director will maintain a feedback log where staff can note observations or questions throughout the day to be brought up at subsequent meetings.
- Routine “Pulse Checks” with program participants conducted by front line staff on an ongoing basis. These are short, structured queries to assess the extent to which participants perceive programming as valuable and enjoyable.
- An annual staff survey to assess broader issues outside daily operations to inform longer term strategic planning.

Summative data that will be collected includes:

- Fall and Spring semester grades, and performance on local academic assessments in reading and math to assess student academic progress.
- Pre/post assessments of student growth from the club’s character development programming, STEM interest and identity, SMART girls, and Passport to Manhood.
- Teacher surveys collected every spring to gauge the program’s impact on student behavior and academic habits.
- Parent survey collected every spring to solicit feedback on the program, and gauge the effectiveness of parent programming and outreach.

The club will request academic and behavioral data, including grades, academic assessment scores, and school attendance from the schools as it becomes available at the end of each semester. The center will provide the schools with education record release forms signed by the students’ parents. Grades and attendance will be collected from school administrators who have signed the partner agreements each semester, while required teacher surveys will be completed by teachers annually beginning in March. Surveys will be distributed via the Cayen system, with manual follow-up as needed to clear technical hurdles and ensure completion. The school administrators will work with the club and Praxis to ensure teachers complete the required surveys in a timely manner.

Praxis will maintain consistent communication with the club and will provide technical assistance with both data collection and data management. This close collaboration and regular feedback will allow the club to address evaluation progress and next steps on an on-going basis and supports continuous program improvement. Table 8 outlines the evaluation instruments to be used. All Praxis-provided tools are updated regularly and align with the Indiana Afterschool Standards. The following table shows the data collection instruments that will be used in the evaluation.

<b>DATA TYPE</b>	<b>RELATED EVALUATION COMPONENT</b>	<b>COLLECTION TIME</b>	<b>SOURCE</b>
Program attendance	Participation	Fall and Spring	Program records
School grades	Academic improvement	Fall and Spring	School records
Local assessment	Academic improvement	Fall and Spring	School records
Teacher survey	Academic improvement, Behavior	Spring	State-provided Teacher survey
Parent survey	Family involvement	Spring	Praxis-provided survey
Site observation	Program quality	Fall and Spring	Praxis-provided site observation protocol
IN-QPSA results	Program quality	Spring	IN-QPSA

Table 8. Evaluation instruments for Muessel BGC 21<sup>st</sup> CCLC.

All data collected will be utilized for both the annual evaluation as well as the IN-QPSA process. Praxis will also conduct a mid-year data assessment to gauge the 21st CCLC’s ability to regularly collect and enter data from the programming and school. A brief summary of this assessment along with formative feedback from the fall site visit and progress on outcomes will be reported back to the 21st CCLC shortly after the spring semester begins.

Formative and summative data will be used to: assess progress on meeting required performance measures; assess efficacy of the program and effectiveness of project staff at meeting participant needs; garner feedback about program successes and challenges, assess program efficiency and efficacy; and collect feedback to inform improvement of the program. Quantitative and qualitative findings will be compared to check for alignment, thereby providing support of results or indicating a need for further inquiry.

Praxis will incorporate the federal data collection requirements into the evaluation and will perform longitudinal analyses of academic data for years 2, 3, and 4 as data are available for students who attend the program multiple years. Year-over-year changes in whole-group student performance will be incorporated in each annual report to show developing trends.

BGCSJC will use the annual evaluation results, ongoing feedback from Praxis, and the results of its own ongoing self-assessments to improve its program and adjust processes for maximum program efficiency and effectiveness. Careful attention to evaluation results will demonstrate accountability, as well as build a case for sustainability.

Results of the external evaluation will be combined with the club’s internal quality assessments through the BGCA, including the results of the National Youth Outcome Initiative (NYOI) and formative feedback from staff, families, and participants. The NYOI uses a common set of research-informed indicators to measure the degree to which Club members are achieving these three outcomes: Academic Success, Good Character and Citizenship, and Healthy Lifestyles. The club conducts bimonthly meetings with school officials to discuss activities and priorities to align club practice with those of the schools. Evaluation results will be shared at these meetings, as well as in the regular meetings of the program’s Advisory Committee, allowing both entities to utilize data to improve student success.

The mid-year assessment will give the center an update on the progress for program attendance and program quality to augment the club’s internal ongoing assessments. The evaluation process also includes the completion of the IN-QPSA. The IN-QPSA team will include key staff, participants, parents, program partners, and school officials.

The process component of the evaluations will be utilized to improve program processes and to gauge the extent to which the 21st CCLC program: 1- aligns with school improvement plans, 2- is academically substantive, 3-assists parents to become engaged in their students' academics, college/career preparation, academic performance, and social development, 4-a highly professional operation driven by staff development, 5-achieves its self-articulated goals and objectives, and 6-utilizes effective policies & procedures to deliver service to students & parents.

Evaluation findings, Praxis feedback will be shared with staff at weekly staff meetings. Adjustments to programming or operational processes based on evaluation findings will be also disseminated at these weekly meetings.

BGCSJC will meet semi-annually with school personnel to utilize data to improve student success. Administration will meet with direct service staff weekly to get an update on program progress, and discuss the necessary changes to ensure improvement of the program.

## 2. Local Evaluator

BGCSJC will partner with Praxis Strategies and Solutions (Praxis) to complete the annual evaluation as required by the grant. Praxis is a research and consulting firm serving northern and central Indiana. Brad McLeish, President of Praxis and the lead researcher, holds a master's degree in Public Administration from Indiana University South Bend. Praxis' staff of four consultants each hold master's degrees and combined have over 40 years of experience working in consulting, non-profits, and education. Praxis began working with 21st CCLCs when the Indiana Youth Institute completed the first two rounds of statewide evaluations. Since then, it has taken on multiple local evaluations, including six currently, and recently became the statewide evaluator for the 21st CCLC program. In addition to 21st CCLCs, Praxis has long-standing relationships with many non-profit organizations and government agencies. It serves as the statewide evaluator for LEAD, an alcohol, tobacco and other drug prevention program through Geminus Corporation. It has also completed statewide evaluations of the 1003(g) and 1003(a) School Improvement Grants through the Indiana Department of Education, and the Indiana College Success Mentoring Program of the Indiana Commission for Higher Education.

Praxis will maintain consistent communication with BGCSJC and will provide technical assistance with both data collection and data management. This close collaboration and regular feedback will allow BGCSJC to address evaluation progress and next steps on an on-going basis and support continual program improvement.

## 3. Strategies of Measurement

Performance measures will align with program activities to provide data driven outcomes that reflect the impact of the program's activities on participants' academic performance. The overall strategy for designing performance measures will be derived from those of the Harrison site, but slight alterations will be made where there is room for improvement. These alterations will be based on results and experiences while using the STPMs to evaluate the Harrison site. A basic illustration of the strategies and relevancy of the STPMs are illustrated in Table 7, previously presented.

Grade-based performance measures will utilize the required STPM framework to assess academic growth in Mathematic and English/Language Arts from the fall to spring semester based on Muessel's grading scales and testing requirements.

The annual teacher survey will be utilized to measure three separate outcomes, two of which will be under the academic habits focus area. One performance measure will assess overall academic performance and the other will measure if participants improved completing homework to their teachers' satisfaction. Both measures align with programs activities such as tutoring and homework help. The third STPM utilizing teacher survey data will be a social/behavior measure and assess participants' in-class behavior. This measure will align with the program activity Social Recreation.

Pre/post-tests will be administered to RAPs participating in either SMART Girls or Passport to Manhood activities. Both are evidenced based activities with pre/post-tests provided by BGCA. The activities promote healthy choices and overall good decision making, thus providing an excellent basis for performance measures utilizing the provided data collection items.

With STEM activities being a priority at the site, a performance measure addressing the area is necessary. A pre/post-survey of participants STEM interest and identity will provide useful data to gauge the impact the activities have on RAPs throughout the course of the school year.

A parent survey will be administered during the spring semester to gather data regarding parent involvement in their children's education at home and their involvement with their school.

## **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

### 1. Transportation To and From

The BGCSJC program at Muessel will take place in the school. Therefore, members are dismissed from their classrooms and walk directly to the Club. An MOU between BGCSJC and Muessel Elementary includes facility use including classrooms, cafeteria, gymnasium, computer labs, and audio-visual equipment. An emergency contact list will be kept for each member and a system will be in place for pick up. Only the people listed by the family for pick up will be authorized to take the children from the program after providing proper identification and verification. Once approved they must sign the child(ren) out on our attendance log. Children may walk home with parent permission.

### 2. Needs of Working Families

The academic year program ends at 6:00 pm making it convenient for parents to pick-up their children after work. Club members are also allowed to walk home with parent permission. The summer programming will be offered from 9:00 am to 3:00 pm. No child will be left without adult supervision in situations where the parent is late for pick-up.

### 3. On-site safety

Muessel has a safety plan that has been re-evaluated in recent years. Doors at the site remain locked. Therefore, a trained staff person always answers the door when a parent/guardian arrives for pick-up, checks identification to ensure that the child is leaving with the right person and requires parent/guardian sign-out. All staff use a two-way radio system to maintain constant communication. We utilize the BGCSJC Operational Procedures Manual and member/Parent handbook where the following safety policies are outlined: 1) member and parental rights and responsibilities; 2) general precaution; 3) fire emergencies; 4) weapons and violent behavior; 5) bomb threats; 6) severe weather; 7) missing child; 8) abuse/neglect; 9) transportation; and 10)

general club information including youth development strategies. Additionally, BGCSJC holds frequent formal and informal staff meetings and training sessions to address safety-related topics.

#### 4. Hiring Practices

In order for the program to successfully meet the proposed performance measures, BGCSJC will hire the following staff for the Muessel site: Unit Director, Team Lead, Youth Development Associate, and Content Specialists for art and STEM. BGCSJC prefers to hire applicants that have CPR training, but will also provide it through this Cohort 10 Professional Development Plan. Employees working with youth must be physically and mentally able to perform essential functions, possess sufficient physical strength and energies required to effectively engage in activities with children, and support and sustain the physical environment. Staff must also demonstrate the ability and willingness to consistently engage youth in all activities. We also require all staff to have basic knowledge of Microsoft Office and web-based computer applications. Specific minimum requirements for each position are described below.

The *Site Director* must have at least a Bachelor's degree in Human Services, Social Sciences, Education, or related field. A minimum of five years of demonstrated success in youth development, programming, education, teaching, coaching, mentoring, counseling, training, or related professional activity is required. The applicant should demonstrate the ability to communicate orally, electronically, and in writing with diverse groups, various constituencies, and at all organizational levels. He or she must have strong organizational, planning and computer skills.

The *Team Lead* must, at minimum, have a high school diploma or equivalent; some post-secondary education is preferred. Experience working with youth, including recreation, coaching, training, tutoring, or teaching is required. Knowledge of physical, social recreational games, coaching or tutoring methods is also required.

A *Youth Development Professional (YDP)* must have a high school diploma or equivalent; some post-secondary education is preferred. Experience working with youth in large group formats, including recreation, coaching, training, tutoring, or teaching is required. YDPs should have the ability to develop respect, build rapport, instill positive discipline, and effectively manage large groups of diverse elementary-age children. Knowledge of physical, social recreational games, coaching or tutoring methods is also required.

The *Art Content Specialist* must have a high school diploma or equivalent and at least one to two years of experience in a similar position with specific experience in designing and implementing creative art related programming and activities. The specialist should demonstrate the ability and willingness to consistently engage youth in all activities and have a very good working knowledge of art related fields.

The *STEM Content Specialist* must have a high school diploma or equivalent; some post-secondary education is preferred and have experience working with youth, including recreation, coaching, training, tutoring, or teaching. A knowledge of STEM related fields, programs and activities is preferred.

#### 5. Background Checks

Extensive background checks will be required for 21st CCLC staff, volunteers and community partners to ensure safety right from the start. Drug testing will also be required for all newly hired

BGCSJC staff. BGCSJC will maintain results of both background checks and drug testing and will guarantee confidentiality of these results.

### **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

In early 2020, BGCSJC instituted a new leadership team, naming a new Chief Executive Officer, Jacqueline Kronk and a new Chief Operating Officer, Duane Wilson. Over the course of the last ten years, Mrs. Kronk has raised over \$9M for nonprofits both locally and internationally. Her involvement with BGCSJC in many different roles since 2011, including serving as a board member, brings a true passion and desire for the organization to succeed. Mr. Wilson is a seasoned leader with over 20 years of experience helping organizations achieve their goals by bringing clarity and structure to complex and challenging problems. He joins BGCSJC after nine years at the University of Notre Dame, where in his most recent role in the Office of Strategic Planning and Institutional Research, Mr. Wilson provided internal consulting services for enterprise-wide innovation and continuous improvement projects. As a former teacher and Assistant Principal in the SBCSC and later, as Program Director at the Robinson Community Learning Center, a community partner, Mr. Wilson brings deep knowledge and experience in all levels of education to BGCSJC.

In their new roles, they have concentrated their efforts in empowering, promoting and supporting Site Directors in new ways; fully integrating them in the program development process for their Sites. This integration provides Site Directors with ownership and pride with their Site's programming while also making them accountable for achieving and measuring impact.

Tonja Winfield, Site Director for Muessel's Innovation Site, has been with BGCSJC for a year and a half, beginning with the Club as a YDP. She will continue on as Site Director for Muessel's 21<sup>st</sup> CCLC Site and will be essential to running the proposed program as she has already begun to cultivate rapport and trust with the Principal, engineers (custodians) and the families that we are serving in the community. Her responsibilities will include daily operations, communicating with families, teachers and school administration, behavior management, working with evaluators, hiring staff, grant documentation, and partnership communication.

Ashley Salyer Murray, Site Director for the Harrison 21<sup>st</sup> CCLC BGC Site, has been with BGCSJC for over ten years. Mrs. Murray has been involved in all aspects of 21<sup>st</sup> CCLCs beginning at Harrison as a YDP, moving her way up to Art Content Specialist, Team Lead, and Branch Manager. For two years, she was Site Director at Battell Center's 21<sup>st</sup> CCLC BGC Site where she gained immense experience allowing her to move back to Harrison to become Site Director. Her deep expertise with 21<sup>st</sup> CCLCs makes her ideal in providing oversight on the Muessel 21<sup>st</sup> CCLC Site.

Kronk and Wilson have been working hand-in-hand in a three-pronged approach with the BGCSJC Board of Directors, Muessel Innovation Advisory Board, and the Near Northwest Neighborhood Alliance to ensure that the youth in the community are getting a robust education. It is in this cooperative relationship that they will make strategic changes to foster long-term stability at the Muessel BGC 21<sup>st</sup> CCLC.

BGCSJC will participate in the following resource development activities to sustain the 21<sup>st</sup> CCLC programming and foster financial support for long-term stability.

- We will maintain current public/private partnerships. These include in-kind services provided by SBCSC and other partners in excess of \$90,000. Recurring funding sources

include BGCA, Indiana Kids Program from the Indiana Governor's Office, Family & Children's Center Foundation and the United Way.

- Over the past few years, BGCSJC has led a thriving annual giving campaign and has established well-executed and successful special events. BGCSJC believes that high quality programs with proven results have helped to encourage the community to see the Boys & Girls Club as a worthwhile investment and positive place that promotes excellent academic and character development in children.
- BGCSJC will continue to expand community partnerships with individuals and local businesses who are interested in enriching the lives of youths in need.
- We will continue responding to funding opportunities provided by local, regional and national foundations to sustain and supplement the Muessel BGC.
- To provide the most stable future for our programs, BGCSJC has made it a priority to enhance the balance of its established endowment fund over the next few years through major and planned gifts.

Finally, a unique element of BGCSJC that is a true demonstration of program stability is the purposeful hiring of former youth members as staff. We currently have five staff members who were former club members, some who began as kindergartners. Many elementary school members move on to continue as members through both middle and high school. We are invested in the kids and families we serve and become a strong support system that extends beyond the limits of our program. We support member development into the young adult stages of life. Older members are not only trained to become positive role models for the younger members, but they are also given the opportunity to assist staff in program planning and are given other leadership responsibilities within the Clubs. Teens have the opportunity to participate in our Junior Staff program, developed to cultivate future club professionals. Through this intentional mentoring philosophy, members develop a sense of ownership, learn to respect their space and learn how to be responsible role models. It is here that we have met our mission: *To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.*

## **ENDNOTES**

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<sup>ii</sup> Zaff, J., & Redd, Z. (2001, September). *Logic models and outcomes for out-of-school time programs*. Washington, DC: DC Children and Youth Investment Trust Corporation.

<sup>iii</sup> Gambone, M.A., Akey, T.M., Furano, K. and Osterman, L.E. (2009). *Promoting Healthy Lifestyles: The Impact of Boys & Girls Clubs of America's Triple Play Program on Healthy Eating, Exercise Patterns, and Developmental Outcomes*.

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<sup>v</sup> Pierre, T. L. S., Mark, M. M., Kaltreider, D. L., & Aikin, K. J. (1997). Involving Parents of High-Risk Youth in Drug Prevention: A Three-Year Longitudinal Study in Boys & Girls Clubs. *The Journal of Early Adolescence*, 17(1), 21–50. <https://doi.org/10.1177/0272431697017001004>

<sup>vi</sup> St. Pierre, T. L., Kaltreider, D. L., Mark, M. M., & Aikin, K. J. (1992). Drug prevention in a community setting: A longitudinal study of the relative effectiveness of a three-year primary prevention program in Boys & Girls Clubs across the nation. *American Journal of Community Psychology*, 20(6), 673–706.

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<sup>viii</sup> Kaltreider, D. L., & St. Pierre, T. L. (1995). Beyond the schools: Strategies for implementing successful drug prevention programs in community youth-serving organizations. *Journal of Drug Education*, 25(3), 223–237.

<sup>ix</sup> Branch Associates. (2002). *NetSmartz evaluation project: Internet safety training for children and youth ages 6 to 18* (pp. 1-5). Atlanta, GA: Boys & Girls Clubs of America and National Center for Missing & Exploited Children.